

COURSE SYLLABUS 2022-23

BASIC INFORMATION ON THE COURSE

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| Course: | Language for Specific Purposes: Technical and Scientific English | | |
| Coursecode: | 70483121 | Plan: | Master's Programme in English Studies, Professional Applications and Intercultural Communication |
| AcademicYear: | 2022-2023 | Undergraduate/Graduate: | Master's Programme |
| DegreeYear: | 1 | Type: | Obligatory |
| Duration: | Second Term | | |
| CourseCoordinator: | María del Carmen García Navarro | | |

TIME DISTRIBUTION ACCORDING TO REGULATIONS

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|-------------|-----------|
| Credits: | 3 ECTS |
| Total time: | 22.5 hrs. |

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| USE OF LEARNING PLATFORM (Teaching support, Multimodal, or Virtual): | Multimodal |
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TEACHERS

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|------------|---------------------------------|------------------------|---------------|
| Name | María del Carmen García Navarro | | |
| Department | Philology | | |
| Building | Humanities II-C | | |
| Office | 0.20 | | |
| Telephone | | E-mail (institutional) | mgn024@ual.es |
| Website | | | |
| Name | | | |
| Department | | | |
| Building | | | |
| Office | | | |
| Telephone | | E-mail (institutional) | |
| Website | | | |
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| Website | | | |

OTHER IMPORTANT INFORMATION

Content Justification

This course is framed within the field of English for Specific Purposes (ESP). It focuses on the study of those texts involved in the field of science and technology as a necessary branch for different professional fields. It aims to provide students with a solid theoretical base that allows them to undertake the proposed practical tasks autonomously.

Courses Related in Study Plan

The contents of the subject embrace research needs to use sources and information, which are essential for academic and success.

Required Knowledge to Address the Course

B1 Certificate in English.

Pre-Required Knowledge

B1-B2 Certificates in English.

COMPETENCES

Basic and General Competences

- Application of knowledge.
- Ability to make judgments.
- Ability to communicate and social aptitude.

General competences

- Knowledge of a second language.
- Ability to solve problems.
- Ability to use ICTs.
- Ability to work independently.

Key competences University of Almeria

- Social competence and global citizenship.
- Ability to solve problems.

Specific Competences

1. Ability to acquire the necessary skills to communicate effectively in a professional context.
2. Ability to systematize content knowledge paying special attention to the context in which the English language is used.
3. Ability to communicate conclusions, results of research tasks on “English for specific purposes”.
4. Use of the documentation systems necessary for the analysis of information in English.
5. Ability to develop the necessary skills in the production of oral and written discourses in different professional contexts.
6. Acquisition of the necessary skills for effective communication in an intercultural and professional context.
7. Application of the main linguistic theories contributions to specific questions of oral communication

LEARNING OUTCOMES

The main objective of this course is for the student to know the crucial elements involved in learning and using (both in oral and written forms) of scientific language and vocabulary, and to achieve the necessary skills to communicate effectively in different professional and academic registers and contexts.

PLANNING

Contents

The course is divided into four thematic blocks:

Block I – Introduction to the technical and scientific language ▶ Concept and definition of the scientific-technical language ▶ Principles of the technical and scientific language ▶ Features of the scientific-technical language (register).

Block II – Text typologies ▶ Types of scientific and technical texts (genres) ▶ Structure and discourse features of scientific and technical text genres.

Block III – Analysis of technical and scientific texts ▶ Analysis of the register of technical and scientific texts ▶ Pragmatic and textual analysis of technical and scientific genres ▶ Writing technical and scientific texts. ▶ Standardized models of citation and referencing

Block IV – Science, language and creativity: textual examples.

Learning System and Methodology / Contingency Plan

In general, the sessions will combine the master class with the contributions and reflections of the students based on proposed topics and cases. Particularities of the assessment and evaluation process:

USUAL SCENARIO: The estimation of contact hours carried out is merely approximate, since attending the teaching processes and learning necessarily requires defining them during the subject. In general, students will dedicate their working hours to: reading, searching and consulting documentation, carrying out work or reports on subject practice, studying, preparing for exams, participating in communication activities (forums, mail, etc.), attending conferences, seminars, workshops, and actions coordinated with other subjects of the course. Students must delve into the topics addressed in class, participate, as well as carry out different written assignments that will be delivered in the Virtual Classroom or will be

presented in class in videoconference, and for which they will be able to use both the bibliography and other training resources of interest that will be provided throughout the subject. The compulsory texts for each thematic block which will be evaluated by means of a written test, and will be uploaded in the virtual classroom so that students can work on them prior to classes. All attempt will be made to provide the virtual classroom space with all the resources and information available.

CONTINGENCY PLAN: In the case of a scenario of total suspension of in-presence activity, it should be understood that the estimation of contact hours carried out is merely approximate, since attending the teaching and learning processes necessarily requires defining them during the development of the subject. In general, students will dedicate their working hours to: reading, searching and consulting documentation, carrying out assignments or reports, studying, preparing for exams, participating in communication activities (forums prepared for this purpose, mail, videoconferencing, webinars), virtual attendance of conferences, seminars, workshops, and actions coordinated with other subjects of the course. Students must delve into the topics addressed in class, as well as carry out different written assignments that will be delivered in the Virtual Classroom or will be presented in class in videoconference, and for which they will be able to use both the bibliography and other training resources of interest that will be provided throughout the subject. The compulsory texts for each thematic block which will be evaluated by means of a written test, and will be uploaded in the virtual classroom so that students can work on them prior to classes. All attempt will be made to provide the virtual classroom space with all the resources and information available.

Teaching Innovation Activities

Functional Diversity / Functional Disability

Those students with disabilities or special educational needs can get in contact with the Delegation of the Rector for the Functional Diversity (<http://www.ual.es/discapacidad>) to receive the appropriate guidance and advice in order to facilitate their instructional, learning and training processes. Likewise, these students may request the implementation of the necessary and suitable adaptations of content, methodology and evaluation that guarantee equal opportunities in their academic development. The processing of any personal data or aggregated information regarding these aforementioned students, in full compliance with the GDPR, is strictly confidential. Faculties and academic staff lecturing the course referenced by this guide/document will be in charge of applying the recommended adaptations approved by the Delegation of the Rector for the Functional Diversity. This fact will be, therefore, notified to the School or Faculty as well as to the coordinator of the academic course.

COMPETENCY ASSESSMENT

Criteria and Assessment Tools / Contingency Plan

In all scenarios, the evaluation will take into account that the students achieve the proposed teaching objectives. Criteria: -Project and / or exam (which may be individual and / or group) on any of the aspects addressed in the contents of the subject.

The most significant results of the work may be presented to the class: 70%. -Active individual participation in class in as many of the proposed activities: 30%.

Evaluation specificities: **USUAL SCENARIO:** The evaluation will serve to monitor and improve the

teaching developed by the teaching staff and the learning of the students. Therefore, all theoretical and practice activities carried out during the course for the development of the program will be subject to evaluation. The involvement and relevant participation of the students in the class dynamics is essential. This evaluation system can be specified in class by the lecturer.

CONTINGENCY PLAN: The evaluation will serve to monitor and improve the teaching developed by the teaching staff and the learning of the students. Therefore, all theoretical and practice activities carried out during the course for the development of the program will be subject to evaluation. The involvement and relevant participation of the students in the class dynamics is essential. This evaluation system can be specified in class by the lecturer. Said assessment instruments may be, among others: observations of the individual and group learning process by the lecturer, tests, exercises, activities and problems to be solved, design and presentation of works and dossiers, individual and group self-evaluations, creation of forums, creation of portfolios by students, creation of reports by students, evaluation tests (oral or written, individual and / or group). In this specific scenario (B), the virtual classroom-space will be used at all times, making use of the resources available. Every effort will be made to promote the development of communication between the teacher and the students. N.B.: Penalty for plagiarism. In accordance with the provisions of Ch. 1.4.4. of the "Regulation for the evaluation of student learning at the University of Almería", all types of plagiarism will be penalized (for example, other students' work, or web pages contents). The detection of deliberate plagiarism may result in a failing grade in the call to which the student is presented.

Follow-Up Mechanisms

- Registration and access to the virtual classroom.
- Delivery of activities in tutorials.
- Delivery of presentations (individual or in groups).

COURSE MATERIALS

Recommended Course Materials

Basic

- BRIEGER, N. & POHL, A. *Technical English. Vocabulary and Grammar*. Summertown Publishing. 2002.
- PICKETT, N.A & LASTER, A. *Technical English: Writing, Reading & Speaking*. HarperCollins. 1996.

Complementary

- GONZÁLEZ Y POZO, V. *Dictionary of Scientific and Technical English*.
- TARDY, C. "The role of English in scientific communication: lingua franca or Tyrannosaurus rex?" *Journal of English for Academic Purposes*. Vol. 3, No. 3, pp. 247–269. 2004.

Other materials

- Other materials may be provided by the instructor.

Couse Materials Available in UAL's library

Please visit UAL's library services: <http://almirez.ual.es/search/x?SEARCH=70483121>.

WEBSITES

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