

## SYLLABUS – A COURSE DESCRIPTION

### I. General information

1. Course name: **Academic discourse**
2. Course code:
3. Course type (compulsory or optional): **compulsory**
4. Study programme name: **Language and communication in medicine**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **2nd cycle of studies**
6. Educational profile (general academic profile or practical profile): general academic
7. Year of studies (if relevant): **1MA**
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): **30h**
9. Number of ECTS credits: **3**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: **dr Przemysław Kaszubski, dr Magdalena Zabielska**
11. Language of classes: **English**
12. Online learning – yes (partly – online / fully – online) / no: **no**

### II. Detailed information

1. Course aim (aims):

1. Consolidation of the ability to build logical, convincing scholarly arguments, particularly in the context of the MA project work.
2. Preparation for public presentations and discussions of one's research.
3. Consolidation and refinement of the active use, in both writing and speech, of the English academic / scientific style and rhetoric.
4. Further improvement of academic editing skills.

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): **English at B2 level**

3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes (EK):

Course learning outcome symbol (EU)	On successful completion of this course, a student will be able to:	Reference to study programme learning outcomes (EK)
EU_01	Is able to select an aspect of his/her research material and prepare on this basis a well structured and formally (academically) appropriate multimedia presentation, presenting an important excerpt of their MA project.	K_W16, K_U01-07
EU_02	Is able to present their own research publicly in a conference-like setting, effectively using a powerpoint slideshow for support, and to successfully address questions from the audience about their research.	K_W16, K_U01-07
EU_03	Makes effective use of academic language and discourse conventions - both in writing and in speech.	K_W05, K_W16
EU_04	Notifies and corrects most of the important errors and problems in self-written research text.	K_W05, K_W16

4. Learning content with reference to course learning outcomes (EU)

Course learning content:	Course learning outcome symbol (EU)
MA structure - overview	EU_01-04
Literature review	EU_01-04
Methods section	EU_01-04
Results and discussion	EU_01-04

Authorial persona	EU_03-04
Register	EU_03-04
Academic vocabulary and grammar	EU_03-04
MA samples - consultations	EU_03-04

#### 5. Reading list:

- Hyland, Ken. 2006. English for academic purposes: An advanced resource book. London: Routledge.
- Jordan, Robert R. 1997. English for academic purposes. A guide and resource book for teachers. Cambridge: Cambridge University Press.
- McCarthy, Michael and Felicity O'Dell. 2008. Academic vocabulary in use. Cambridge: Cambridge University Press.
- Swales, John M. 2004. Research genres: Explorations and applications. New York: Cambridge University Press.
- Swales, John M. and Christine B. Feak. 2000. English in today's research world: A writing guide. Ann Arbor, MI: University of Michigan Press.
- Swales, John M. and Christine B. Feak. 2004. Academic writing for graduate students: Essential tasks and skills, 2nd edition. Ann Arbor, MI: University of Michigan Press.
- Wallwork, Adrian. 2013. English for academic research: Vocabulary exercises. London: Springer.
- Wallwork, Adrian. 2013. English for academic research: Writing exercises. London: Springer.

### III. Additional information

1. Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick and/or suggest different methods)

Teaching and learning methods and activities	X
Lecture with a multimedia presentation	X
Interactive lecture	X
Problem – based lecture	
Discussions	X
Text-based work	X
Case study work	X
Problem-based learning	
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	X
Experiential work	
Laboratory work	
Scientific inquiry method	
Workshop method	X
Project work	
Demonstration and observation	
Sound and/or video demonstration	
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	X
Group work	X
Other (please specify) -	
Individual consultations	X

2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO and/or suggest different methods)

Assessment methods	Course learning outcome symbol					
	EU_01	EU_02	EU_03	EU_04		
Written exam						
Oral exam						
Open book exam						
Written test						
Oral test						
Multiple choice test				X		
Project	X	X				
Essay						
Report						
Individual presentation	X	X	X			
Practical exam (performance observation)						
Portfolio						
Other (please specify) -						
Correcting MA samples			X	X		

3. Student workload and ECTS credits

Activity types		Mean number of hours spent on each activity type
Contact hours with the teacher as specified in the study programme		30
Independent study*	Preparation for classes	30
	Reading for classes	20
	Essay / report / presentation / demonstration preparation, etc.	
	Project preparation	
	Term paper preparation	
	Exam preparation	20
	Other (please specify) – preparation of presentation	10
	Consultations with the teacher regarding MA samples	10
Total hours		90
Total ECTS credits for the course		3

\* please indicate the appropriate activity types and/or suggest different activities

4. Assessment criteria in accordance with AMU in Poznan's grading system:

5 – very good skills of: editing academic texts, preparing and giving academic presentations as well as discussing research in English; all requirements met;

4 – good skills of: editing academic texts, preparing and giving academic presentations as well as discussing research in English; all requirements met;

3 – satisfactory skills of: editing academic texts, preparing and giving academic presentations as well as discussing research in English; all requirements met;

2 – unsatisfactory skills of: editing academic texts, preparing and giving academic presentations as well as discussing research in English; only some requirements met; poor attendance record;