

## 340281 - TCAP-07P36 - Academic and Professional Communication Techniques

Coordinating unit:	340 - EPSEVG - Vilanova i la Geltrú School of Engineering
Teaching unit:	736 - PE - Department of Engineering Design
Academic year:	2019
Degree:	BACHELOR'S DEGREE IN INFORMATICS ENGINEERING (Syllabus 2018). (Teaching unit Optional) BACHELOR'S DEGREE IN ELECTRONIC SYSTEMS ENGINEERING (Syllabus 2010). (Teaching unit Optional) BACHELOR'S DEGREE IN INFORMATICS ENGINEERING (Syllabus 2010). (Teaching unit Optional) BACHELOR'S DEGREE IN INDUSTRIAL DESIGN AND PRODUCT DEVELOPMENT ENGINEERING (Syllabus 2009). (Teaching unit Optional) BACHELOR'S DEGREE IN ELECTRICAL ENGINEERING (Syllabus 2009). (Teaching unit Optional) BACHELOR'S DEGREE IN INDUSTRIAL ELECTRONICS AND AUTOMATIC CONTROL ENGINEERING (Syllabus 2009). (Teaching unit Optional) BACHELOR'S DEGREE IN MECHANICAL ENGINEERING (Syllabus 2009). (Teaching unit Optional)
ECTS credits:	6
Teaching languages:	English

### Teaching staff

Coordinator:	Elisabet Arnó Macià
Others:	Rachel Mary Playfair

### Prior skills

Required level of English B1.2

### Degree competences to which the subject contributes

Transversal:

1. EFFICIENT ORAL AND WRITTEN COMMUNICATION - Level 1. Planning oral communication, answering questions properly and writing straightforward texts that are spelt correctly and are grammatically coherent.
2. EFFICIENT ORAL AND WRITTEN COMMUNICATION - Level 2. Using strategies for preparing and giving oral presentations. Writing texts and documents whose content is coherent, well structured and free of spelling and grammatical errors.
- 04 COE N3. EFFICIENT ORAL AND WRITTEN COMMUNICATION - Level 3. Communicating clearly and efficiently in oral and written presentations. Adapting to audiences and communication aims by using suitable strategies and means.
- 03 TLG. THIRD LANGUAGE. Learning a third language, preferably English, to a degree of oral and written fluency that fits in with the future needs of the graduates of each course.
- 04 COE. EFFICIENT ORAL AND WRITTEN COMMUNICATION. Communicating verbally and in writing about learning outcomes, thought-building and decision-making. Taking part in debates about issues related to the own field of specialization.

### Teaching methodology

Presentations by the lecturer and practical sessions  
Cooperative learning  
Practical activities and problem-solving

### Learning objectives of the subject

This course will focus on oral communication in the technical fields, situated at the B2 level of the Common European

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Framework of Reference for Languages. Thus, its main objective is to help students acquire speaking, listening and interactive skills and strategies in order to participate in a wide range of authentic communicative situations in the technical professions, with special emphasis on intercultural communication and autonomous learning. Taking into account the international context in which we are, it is essential for technical students to acquire and develop strategies for effective oral communication in both academic and professional settings. This course is also intended to promote students' critical thinking to help them reflect on the impact of engineering on society and be able to express those reflections in English.

### Study load

Total learning time: 150h	Hours large group:	0h	0.00%
	Hours medium group:	0h	0.00%
	Hours small group:	60h	40.00%
	Guided activities:	0h	0.00%
	Self study:	90h	60.00%

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### Content

Lectures and seminars - Academic communication

Learning time: 12h

Theory classes: 6h

Practical classes: 6h

Description:

DEVELOPING SKILLS AND STRATEGIES FOR EFFECTIVE LISTENING COMPREHENSION AND SPEAKING PRACTICE

Related activities:

- Activities to reflect on strategies for effective listening comprehension in the technical fields.
- Activities to practise listening to different types of spoken academic texts
- Activities to apply different listening strategies in academic discourse.
- Activities to practise spoken academic communication (comprehension, production, interaction).
- Activities to identify features of spoken academic discourse.

Specific objectives:

- Some techniques for effective listening
- Understanding lectures: Semantic markers and signposting
- Features of lectures, lecture style.
- Note-taking practice, giving oral reports.
- Listening and speaking activities: spoken technical English
- Pronunciation guidelines for effective listening and speaking

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<p><b>INTERACTING IN COMMUNICATIVE SITUATIONS IN THE TECHNICAL FIELDS</b></p>	<p>Learning time: 11h            Theory classes: 2h            Practical classes: 3h            Guided activities: 3h            Self study : 3h</p>
<p><b>Description:</b>            Equipping students with resources and strategies to be able to participate orally in English in communicative situations in academic and professional settings, producing accurate and appropriate messages.</p> <p><b>Related activities:</b>            -Activities to identify appropriate messages in a given communicative situation (language function and level of formality).            -Activities to recognize and produce accurate and appropriate messages in specific situations.            -Role-play activities to practise spoken communication in different situations.            -Listening comprehension activities related to communicative situations in academic and professional settings.</p> <p><b>Specific objectives:</b>            Levels of formality and language functions in different communicative situations in technical settings.            · Planning and participating (using spoken English) in academic and professional situations:            -Telephoning            -Schedules and appointments            -Describing products and processes.            -Discussing and negotiating</p>	

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<p><b>PRONUNCIATION: SOME GUIDELINES FOR EFFECTIVE COMMUNICATION</b></p>	<p>Learning time: 6h Theory classes: 6h</p>
<p><b>Description:</b> This module will introduce some basic aspects of pronunciation, both at segmental and suprasegmental level, so as to raise students' awareness of their own pronunciation and avoid some of the common weaknesses of Spanish/Catalan speakers. The aim of this module is to help students improve their pronunciation (and comprehension) for greater effectiveness in academic and professional communication.</p> <p><b>Related activities:</b></p> <ul style="list-style-type: none"> <li>-Recognizing the sounds of English (vowels, consonants, diphthongs), using IPA (International Phonetics Association) transcription.</li> <li>-Practical exercises focusing on: sounds in isolation, connected speech, word stress and sentence stress, intonation.</li> <li>-Using different types of resources for practising and improving pronunciation.</li> </ul> <p><b>Specific objectives:</b></p> <ul style="list-style-type: none"> <li>-Being able to improve one's own pronunciation in a systematic manner (recognizing phonetic symbols, being aware of and applying pronunciation resources, etc.).</li> <li>-Distinguishing some potentially confusing vowel and consonant sounds through minimal pairs.</li> <li>-Becoming familiar with the rhythm, stress and intonation of English.</li> <li>-Becoming aware of one's pronunciation in academic and professional situations (e.g. when preparing a presentation in English) and applying appropriate strategies for effective pronunciation.</li> </ul>	
<p><b>"RESEARCHING ENVIRONMENTALISM": DEVELOPING AN ACADEMIC PROJECT IN ENGLISH</b></p>	<p>Learning time: 3h Laboratory classes: 3h</p>
<p><b>Description:</b> This module is intended to develop students' skills for doing academic work in English, practising speaking skills in the different stages of project development. In this practical module, students must collaborate through all the stages of an academic project in English. Students must carry out a research project about sustainability, in which they must go through the different stages of questionnaire design about environmentally-related actions and attitudes, field work, analysis of the results obtained, as well as the oral presentation of results.</p> <p><b>Related activities:</b> Activities based on Module 5 from the online material "Quantum LEAP", in which students have to design a questionnaire about "environmentally-friendly attitudes". They must carry out a small field study, analyse the results and present them orally. The module also includes a reflective paper on students' development of their own academic speaking skills.</p> <p><b>Specific objectives:</b> Students will work in groups in this hands-on module in order to do a collaborative project, in English, on the topic of sustainability, with the aim of developing their academic speaking skills.</p>	

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<p><b>SPEECH ORGANIZATION AND ORAL ACTIVITIES</b></p>	<p>Learning time: 9h Theory classes: 2h Laboratory classes: 3h Guided activities: 2h Self study : 2h</p>
<p><b>Description:</b> Effective participation in different oral activities in the technical field: meetings, job interviews, and oral presentations.</p> <p><b>Related activities:</b></p> <ul style="list-style-type: none"> <li>-Activities to identify, analyze, and practise the different communicative situations presented in class.</li> <li>-Activities to develop strategies for effective participation in those communicative situations.</li> <li>-Role-play activities.</li> <li>-Activities to analyze and improve one's own performance (how to give a good oral presentation, what makes an effective meeting, resources and strategies for a job interview).</li> <li>-Developing the appropriate language resources for presentations, meetings, and job interviews.</li> <li>-Introduction to Pecha Kucha format for concise and effective oral presentations.</li> <li>-Preparing and delivering an oral presentation in Pecha Kucha format.</li> </ul> <p><b>Specific objectives:</b></p> <ul style="list-style-type: none"> <li>Introduction to different types of oral activities</li> <li>-Meetings: characteristics, roles, structure, guidelines for effective participation in professional meetings.</li> <li>-Meetings: meeting practice through role-play activities.</li> <li>-Designing an oral presentation in the technical field</li> <li>-Planning and structuring an oral presentation (signposting).</li> <li>-Delivering effective oral presentations (using the Pecha Kucha format).</li> <li>-Preparation for and effective participation in job interviews.</li> </ul>	

### Qualification system

Assignments: 15%

Course project (oral presentation and report): 20% (students must do both the oral presentation and the report in order to qualify for a mark for the course project)

Midterm and final exam: 50%

Class participation and activities (in-class and out-of-class activities): 15%

\* RETAKE: Students will have the opportunity to retake the final exam.

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### Regulations for carrying out activities

All assessed activities are compulsory.

In order to qualify for a course mark, students must submit at least 50% of course assignments and attend at least 50% of classes.

Late assignments cannot be accepted.

Academic integrity and plagiarism: It is the responsibility of each student to ensure that any work submitted is original and that it is his/her own work (i.e. not plagiarised in part or in its entirety, and carried out without external assistance). If the instructor considers that any work submitted (an activity or part of it, e.g. an assignment) is not original, the student will be disqualified from the entire activity and will get a mark of 0.

### Bibliography

Basic:

Thompson, Kenneth. English for meetings. Oxford: Oxford University Press, 2007. ISBN 9780194579346.

Ellis, Mark. Giving presentations. Essex: Longman, 1992. ISBN 0582064414.

Aish, Fiona. Lectures : learn listening and note-taking skills. London: Collins, 2103. ISBN 9780007507122.

Burton, Graham. Presenting : deliver presentations with confidence. London: Collins, 2013. ISBN 9780007507139.

Comfort, Jeremy [et al.]. Speaking effectively : developing speaking skills for business english. Cambridge: Cambridge University Press, 1994. ISBN 0521376912.

Hewings, Martin; Thaine, Craig. Cambridge Academic English C1 Advanced Student's Book: An Integrated Skills Course for EAP. Cambridge: Cambridge University Press, 2012. ISBN 978-0521165211.

Fitzgerald, Patrick; McCullagh, Marie; Tabor, Carol. English for ICT studies in higher education studies : Course book. Reading: Garnet, 2011. ISBN 9781859645192.

Smith, Roger H.C. English for electrical engineering in higher education studies : Course book. Reading: Garnet, 2014. ISBN 9781907575327.

Maier-Fairclough, Jane; Burzphal, Gerline. Career Express : business english C1 : Course book. Reading: Garnet, 2013. ISBN 9781907575716.

Argent, Sue; Alexander, Olwyn. Access EAP foundations : Course book. Reading: Garnet, 2010. ISBN 9781859645246.

Dunn, Marian. English for mechanical engineering in higher education studies : course book. Reading, UK: Garnet Education, 2010. ISBN 9781859649398.

Argent, Sue. Access EAP frameworks : course book. Reading, UK.: Garnet Publishing Limited, 2013. ISBN 9781859645581.

Others resources:

Hyperlink

Quantum LEAP (Learning English for Academic Purposes)

Online environment to learn English for Academic Purposes