

Year : 2018/19

28955 - English for rural and agri-food engineering

Syllabus Information

Academic Year:	2018/19
Subject:	28955 - English for rural and agri-food engineering
Faculty / School:	201 -
Degree:	437 - Degree in Rural and Agri-Food Engineering
ECTS:	6.0
Year:	4
Semester:	Second semester
Subject Type:	Optional
Module:	---

General information

Aims of the course

Since the principal aim of this elective course is for the students to improve their oral and written communicative skills in English, the specific learning goals focus on a balanced development of these skills. The students are introduced to the characteristics of academic and professional English through the topical areas proposed.

Context and importance of this course in the degree

As a technical language, the English used in rural and agri-food engineering is not totally different from general English, but it bears certain specific features that ought to be identified and understood by the students so that they can thrive in scientific and professional settings. This course will help them to achieve this objective within the European Space of Higher Education, for example when participating in exchange programmes, international projects, etc. In addition, a better command of English will allow the students to access the specialised literature and improve their academic and professional presentations, all of which are important assets both for a research career and the work market.

Recommendations to take this course

Class attendance and active participation in all the activities or assignments proposed is strongly recommended, because regular contact with the course contents is paramount to reaching its learning goals: improved language competence. Towards the end of the semester, the students are expected to have attained at least level B1 of the CEFRL (Common European Framework of Reference for Languages). It is also highly advisable for the students to use all the available resources, missing no opportunities to practise their English both in academic settings and in their leisure time (specialised literature revision, short courses, lectures, travel, news, chats, meetings (i.e. *Spoken English Coffee* at the EPSH, etc.). Getting used to these "good-learner" practices is the key to learning in a more effective, autonomous way and to "lifelong learning".

On the other hand, since *English for agri-food and environmental engineering* is a special-purpose English course, the students are

encouraged to share their own career-related interests from the beginning, in an attempt to better suit their needs.

Learning goals

Competences

On passing this course, the student will be more competent to...

Basic competences

1. Speak and write in English.
2. Convey information to an audience, whether this consists of colleagues or non-experts.
3. Develop strategies for autonomous learning and raise their self-confidence.
4. Use the ICTs to learn, to communicate and to share knowledge in various contexts.
5. Work in a team.
6. Apply their knowledge in a professional way, with an ability to produce solid argumentation and solve problems within their area of study.
7. Gather and interpret relevant data from their area of study to make statements about social, scientific and ethical issues.

Specific competences

1. Understand and express themselves in English from a formal academic perspective.
2. Identify the specific features of scientific and technical English as opposed to General English.
3. Understand the technical discourse of rural and agri-food engineering in the oral and written modes.
4. Produce scientific and technical texts in a controlled way at the expected level.

Learning goals

Global and detailed understanding of spoken English (especially presentations and lectures) and efficient interaction on the course topics at the expected level.

Fluent, clear presentation in class of an idea from their area of specialisation, prepared in advance, using appropriate grammar and terminology.

Global and detailed understanding of various types of expository or argumentative texts written in general or scientific English about topics connected to their studies, from which the student is expected to extract or infer relevant information.

Writing of messages and short essays in acceptable English about a topic of their interest, with textual and lexical coherence at an intermediate level, using appropriate style and conforming to academic or technical conventions.

Importance of learning goals

Engineering graduates should have a good command of a foreign language, in the written and spoken modes. Given the global supremacy of English in academic and professional environments, the more able the students are to study and communicate in this language, the better career prospects they will have. Achieving the learning goals expected at the completion of this course means that the students have substantially improved their proficiency in general and technical English and are therefore better qualified for the work market.

Assessment (1st and 2nd call)

Assessment tasks (description of tasks, marking system and assessment criteria)

Assessment is global and consists of two parts:

1: Final written exam comprising these activities:

- a) Reading comprehension (20%)
- b) Listening comprehension (20%)
- c) Use of English (20%)
- d) Writing (20%)

2: Final oral production / interaction exam (20%) with two options:

- A. Oral presentation in the classroom, for those attending classes regularly.
- B. Final oral interview.

Second sitting

Those students who have not passed or have not sat for any one of the parts in the first sitting can resit the failed parts (1a, 1b, 1c or 2) or all of them again in the second sitting, if they so wish. These resit exams, consisting of the same parts and weightings, will be organised and assessed in the same way as those of the first sitting.

Fifth and sixth sittings

Should the student have to take an extraordinary (fifth or sixth) sitting, the global assessment activities, the weightings and the requirements for passing will coincide exactly with those of the two ordinary sittings (June and September). Exams will be assessed by an Examination Board.

Detailed description of assessment tasks

1: Final written exam

a) Reading comprehension. This part will consist of at least one text on (an aspect of) a course topic. Students will have to choose the right option, mark "true" or "false", complete short sentences, fill in tables or diagrams with information from the passage, etc.

b) Listening comprehension. Two recordings, similar to those used in class, will be heard twice. The tasks (one per recording) will be similar to those described in 1a.

c) Use of English. Students will have to complete short cloze tests or multiple choice tasks involving general academic vocabulary as well as terminology (definitions, classifications, word families, etc.), match synonyms or antonyms, and structural conversion exercises (e.g. active to passive, replacing connectors, etc.). These exercises, similar to those done in class, might be related to the reading text(s).

d) Writing (20%) Students will need to write 150 words in response to one or several tasks dealing with a course topic. Text types (summary, letter, simplified report, description, essay, etc.) will be also familiar to the students, involving the use of functional expressions of scientific-technical discourse shown in the syllabus.

2: Oral production / interaction exam (20%) with two options:

A. Oral presentation in the classroom, an option for those attending classes regularly. The talk, dealing with a topic or aspect related with the student's area of study, will be prepared beforehand drawing on materials published in English. Its duration will be 8 to 10 minutes on the date scheduled with the lecturer at the beginning of the semester. Each presentation will be followed by a short debate

B. Final oral interview, on a date as close as possible to the official sitting date set by the EPSH which will be announced on Moodle in due course, those students who have not done or have failed the presentation will be individually scheduled for an interview with the lecturer. This interview consists of

- 1) short interaction (1'-2') dealing with personal or professional aspects about the student.
- 2) short monologue (2'-3') about a course topic with a photograph or illustration as a cue.
- 3) questions about the same (or a related) topic.

Assessment criteria

Grading criteria and requirements for passing

Each of the five parts (oral interaction, listening comprehension, reading comprehension, writing and use of English) will be assessed separately.

In order to pass the course, students must achieve at least 60% of the total mark, and at least 50% in each of the five parts. Failure to

meet either of these requirements means that they have not passed the course. If at least 50% has been achieved in the first sitting for any of the five parts, the "pass" marks will be kept for the second sitting. In the event that a student has achieved 60% of the total final mark for the course but has failed one or more of the five parts in the first sitting, the final grade that will feature in the official degree transcript will be 4.5 (fail).

Grading criteria for each assessment task

1. Final written exam: completing all the tasks proposed in activities a, b and c is strongly recommended, since mistakes in these parts will not detract from the total mark.

a) Reading comprehension: understanding of the main ideas in written discourse, identifying specific detail, using contextual keys or knowledge of word formation to deduce meanings of unfamiliar words and expressions.

b) Listening comprehension: understanding of main idea and relevant details from two recordings.

c) Use of English (no specific criteria).

d) Written production will be marked over 12 points, distributed according to three specific criteria: correctness and variety of grammar forms and structures (6); style, vocabulary range and adequacy (4); relevance, coherence and organisation of ideas (2).

Bonuses and deductions

Extra points will be awarded (+0.2 per item) to those students who adequately use terms, expressions and structures clearly pertaining to levels above B1. There may be deductions for serious spelling or grammar mistakes (-0.2 to -1 point per item). Notwithstanding the assessment criteria outlined above, failure to comply with the topics or tasks proposed may result in a mark of 0 (fail) in this part.

2. Oral production / interaction exam (it is essential to carefully check or print the documents with the detailed rubrics, explanations, examples and recommendations which are available from Moodle).

-Assessment type A (topic presentation): interaction skills 20%; non-verbal communication and visuals 10%;

relevance, clarity and coherence 10%; naturalness, fluency, spontaneity (no reading) 10%; communicative strategies (so as not to resort to their mother language); correctness (phonology, lexicon, grammar, syntax) 40%.

Bonuses and deductions

Extra points will be awarded (+0.2 per relevant contribution) to those students who, as audience members, take part in the debates with their comments or questions for the presenters. Notwithstanding the assessment criteria outlined above, failure to comply with the directions given for this task (see Moodle document) will mean deductions (-0.2 per item), while consistent lack of spontaneity (reading) and general unintelligibility may result in a fail mark in this part.

-Assessment type B (interview): interaction skills 20%; naturalness (gestures, conversational conventions) 10%; relevance, clarity and coherence 10%; fluency 10%; communicative strategies (so as not to resort to their mother language) 10%; correctness (phonology, lexicon, grammar, syntax) 40%.

Methodology, learning tasks, syllabus and resources

Methodological overview

The teaching and learning process in this course rests on the principles and tenets of the communicative approach to language teaching (CLT), assumed on the basis of its contribution to the development of students' many-fold communicative competence: discursal, grammatical, pragmatic, strategic and intercultural. This focus on communication requires the students' active participation in the activities proposed, with English as the principal language used in the classes.

Learning tasks

1:

Interactive lectures held in a conventional classroom, which are aimed at presenting each aspect of the program: forms, meanings and uses of the relevant grammar structures, terminology, and rhetorical elements. Task types will be based on observation, reflection, inference or classification (1.2 ECTS).

2:

Practice sessions such as problem-solving or other types to carry out individually or in small groups (1.8 ECTS), including:

- o Intensive reading of texts of varying lengths, followed by tasks aimed at extracting specific information, deducing meanings and carrying out simple language / discourse analyses and reformulations.

- o Listening or viewing sessions followed by analyses and comprehension exercises.

- o Debates.

- o Oral presentations followed by whole-class interaction.

3:

Sessions aimed at supervised individual practice of communicative skills (except oral production) to be held periodically in a computer room (3 ECTS).

- o Reading comprehension.

- o Writing of different kinds of text.

- o Listening comprehension.

- o Tasks involving autonomous use of a variety of online resources in English and about English.

Syllabus

* **Relevant aspects of English grammar (B1+)**

-Ordinary verbs and modal verbs

-Main verb tenses

-The imperative and the indirect style

-The passive voice

-Comparative and superlative forms of adjectives and adverbs

-Countable and uncountable nouns

-Use of definite and indefinite articles

-Conditional clauses

-Relative clauses

-Cause and consequence clauses

-Time clauses.

*** Functions of written and spoken scientific discourse**

-Direct and indirect instructions.

-Description of objects, processes and trends.

-Expression of quantity and probability.

-Classification, definition and exemplification.

-Expression of cause and effect.

-Expression of conditions and hypotheses.

-Description of a problem, solutions and evaluation.

*** Vocabulary**

-Common academic vocabulary

-Word formation: prefixes, suffixes and compounds

-The lexicon of agri-food and environmental engineering

* Topics

1. Past, present and future of agriculture

2. Soils, plants and climate

3. Main food crops and ornamental plants

4. Weeds, pests and diseases

5. Livestock

6. Farms and agri-food industries

7. Sustainable farming.

Course planning and calendar

The dates and schedules for the oral presentations (assessment type A) and for the interviews (assessment type B) will be published on Moodle. The dates of the final written exams (both sittings: June and September) can be checked on the EPSH website.

Bibliography and recommended resources

Students will need to purchase their own coursebook (see reference list). Additional materials including handouts with activities for the classroom, as well as notes and resources for individual work, are downloadable from Moodle. However, no copies will be given to students of books or resources featuring in the list of recommended references, which are all available from the University library.

BB	Harrison, Richard. Better writing : a step-by-step approach to improving writing skills / Richard Harrison . 1st. ed., 1st. rep. Reading : Garnet Publishing, 2015 (rep. 2014)
BB	O'Sullivan, Neil. Agriculture / Neil O'Sullivan, James D. Libbin . Newbury [Reino Unido] : Express Publishing, 2011
BC	Bell, Douglas. Passport to Academic Presentations. Student's Book / Douglas Bell . 1st ed. Reading, UK : Garnet, 2008
BC	Burton, Graham. Presenting: deliver presentations with confidence / Graham Burton . London : HarperCollins, cop. 2013

LISTADO DE URLs:

Cambridge Dictionary Online -
[<http://dictionary.cambridge.org/es/>]

The updated recommended bibliography can be consulted in:
<http://psfunizar7.unizar.es/br13/egAsignaturas.php?id=8116>