ANX-PR/CL/001-01

LEARNING GUIDE

SUBJECT

105000134 - English for professional and academic communication

DEGREE PROGRAMME

10MI - Grado en Matematicas e Informatica

ACADEMIC YEAR & SEMESTER

2017/18 - Semester 1

Index

Learning guide

1. Description

1.1. Subjet details

Name of the subject	105000134 - English for professional and academic communication
No of credits	6 ECTS
Type	Compulsory
Academic year ot the programme	Fourth year
Semester of tuition	Semester 7
Tuition period	September-January
Tuition languages	English
Degree programme	10MI - Grado en Matematicas e Informatica
Centre	Escuela Tecnica Superior de Ingenieros Informaticos
Academic year	2017-18

2. Faculty

2.1. Faculty members with subject teaching role

Name and surname	Office/Room	Email	Tutoring hours *
Elena Montiel Ponsoda (Subject coordinator)	5217	elena.montiel@upm.es	Tu - 17:00 - 18:00 Th - 12:00 - 15:00 Horario provisional a confirmar por el profesor al inicio del curso.
Jelena Bobkina	5217	jelena.bobkina@upm.es	Tu - 12:00 - 15:00 Th - 15:00 - 18:00 Horario provisional a confirmar por el profesor al inicio del

			curso.

* The tutoring schedule is indicative and subject to possible changes. Please check tutoring times with the faculty member in charge.

3. Prior knowledge required to take the subject

3.1. Prerequisite (passed) subjects

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- Nivelacion b2 en lengua inglesa

3.2. Other required learning outcomes

El plan de estudios Grado en Matematicas e Informatica no tiene definidaos requisitos para esta asignatura.

4. Prior knowledge recommended to take the subject

4.1. Recommended (passed) subjects

El plan de estudios Grado en Matematicas e Informatica no tiene definidas asignaturas previas recomendadas para esta asignatura.

4.2. Other recommended learning outcomes

- ACREDITACION NIVEL B2, SEGUN CRITERIOS DEL DLACT, PARA ACCESO A LA ASIGNATURA

5. Skills and learning outcomes *

5.1. Skills to be learned

CG05 - Capacidad de abstracción, análisis y síntesis.

CG06 - Capacidad para trabajar dentro de un equipo, organizando, planificando, tomando decisiones, negociando y resolviendo conflictos, relacionándose, y criticando y haciendo autocrítica.

CG08 - Capacidad de comunicarse de forma efectiva con los compañeros, usuarios (potenciales) y el público en general acerca de cuestiones reales y problemas relacionados con la especialización elegida.

CG12 - Capacidad para trabajar en un contexto internacional, comunicándose en lengua inglesa y adaptándose a un nuevo entorno.

5.2. Learning outcomes

RA42 - Comunicarse de forma eficaz tanto formal como informalmente bien en grupo o de forma individual, mediante el uso de las TIC.

RA43 - Exponer temas profesionales de modo claro, preciso y coherente, teniendo en cuenta el tipo de audiencia.

RA44 - Recopilar y sintetizar coherentemente información de fuentes bibliográficas.

RA45 - Redactar distintos tipos de textos según las convenciones propias de cada tipo textual.

* The Learning Guides should reflect the Skills and Learning Outcomes in the same way as indicated in the Degree Verification Memory. For this reason, they have not been translated into English and appear in Spanish.

6. Brief description of the subject and syllabus

6.1. Brief description of the subject

The main objective of this course is to make students aware of the importance of effective communication skills in academic or professional settings, and to help them develop those skills that will help them communicate effectively in both settings. The course will be organized around six main topics related to their area of knowledge, and four assignments (two intermediate and two final assignments) that they will have to complete along the course.

It is expected that students are able to: 1. identify different types of texts in their area of knowledge, as well as the register and tone typically used in scientific and technical texts; 2. identify and use appropriately the rhetorical functions involved in scientific and technical texts; 3. apply the adequate summarizing techniques to report on research findings, be it orally or in writing; 4. write coherent and cohesive texts that have a clear theme, structuring, paragraphing, punctuation, etc., and that are correct from a grammatical and spelling viewpoint; 5. use references and citations correctly; 6. use and explain figures and diagrams in a proper manner; 7. contribute to seminar discussions; 8. develop attentive listening skills; 9. deliver a speech on a technical and scientific matter, according to the intended audience.

As for the teaching methodology, we will follow a student-centered approach to learning in which the teacher?s role is to motivate students and facilitate their learning and overall comprehension of concepts and tasks. Student learning is measured through both formal and informal forms of assessment, including group projects, student and class participation. Teaching and assessment are connected, and student learning is continuously measured during teacher instruction.

Regarding teaching strategies, direct instruction will be combined with inquiry-based learning and event cooperative learning at some stages. Inquiry-based learning will be the predominant teaching method. This method focuses on student investigation and hand-on learning. Students will learn by doing as much as possible, both in the case of writing assignments as well as when delivering oral presentations. Students will also learn from constructive feedback on their work and on the work of others, and will also get feedback from their peers.

6.2. Syllabus

1. What is professional and academic communication? - Introduction to the course
   1.1. Characteristics of written and oral communication in professional and academic settings.
   1.2. Description of assignments: Research proposals and oral presentations.
2. Unit 1. The History of ICT
   2.1. Preparing for a talk or lecture. Understanding lecture organization and making notes.
   2.2. Making effective contributions to a seminar (i). Giving and asking for opinions.
   2.3. Using research questions to focus on relevant information in a text.
   2.4. Using topic sentences to get an overview of the text. Introduction to paragraph writing and topic sentence.
   2.5. Searching for information. Using the Internet effectively.
   2.6. Writing topic sentences. Summarizing a text.
3. Unit 2. Software Engineering
   3.1. Making effective contributions to a seminar (ii). Developing a complex argument, agreeing, disagreeing.
   3.2. Characteristics of academic writing. Analyzing audience, purpose, tone and style.
   3.3. Evaluating Internet results. Reporting research findings orally.
   3.4. Paragraph organization and structure. Discourse markers.
   3.5. Introduction to research proposals (a): motivation and objectives.
   3.6. Words from general language with special meaning in ICT.
4. Unit 3. Artificial Intelligence
   4.1. Identifying topic development in a text. Locating key information and identifying the writer's stance.
   4.2. Research proposal writing (b): Reporting about previous work and research gaps (state-of-the-art section)
   4.3. Effective oral presentations (I): The structure of the talk. The Introduction.
   4.4. Paragraph organization and structure. Connectors.
   4.5. Research proposal writing (c): Citing and referencing.
   4.6. Effective oral presentations (II): The structure of the talk. The Body.
5. Unit 4. Data Science
   5.1. Identifying how ideas are linked in a text.
   5.2. Research proposal writing (d): The use of direct quotation vs. paraphrasing.

5.3. Effective oral presentations (III): Attitudes and aptitudes of speakers.

5.4. Making effective contributions to a seminar (iii): responding to queries and request for clarification.

5.5. Research proposal writing (e): Identifying and describing research gaps or issues.

5.6. Effective oral presentations (IV): Conclusions.

6. Unit 5. Computing and Ethics.

6.1. Putting note-taking systems into practice.

6.2. Effective oral presentations (V): Dealing with difficult questions.

6.3. Research proposal writing (f): Methodology and process description.

6.4. Suprasegmental features of discourse (I): stress, rhythm, and intonation.

6.5. Providing feedbak on research proposals. Common errors in academic writing(I): paragraph level.

6.6. Defining and classifying in English.

7. The future of Internet.

7.1. Providing feedback on oral presentations.

7.2. Research proposal writing (f): Describing outcomes, and identifying limitations and future lines of work.

7.3. Making effective contributions to a seminar (iv): making suggestions.

7.4. Providing feedback on research proposals. Common errors in academic writing (II): word level.

7.5. Suprasegmental features of discourse (II): stress, rhythm, and intonation.

7.6. Compiling a bibligraphy/reference list.

7. Schedule

7.1. Subject schedule*

Week	Face-to-face classroom activities	Face-to-face laboratory activities	Other face-to-face activities	Assessment activities
1	**Main features of professional and academic communication, and objectives of the course. Introduction to research proposal writing and public speaking.** Duration: 02:00 Lecture		**Listening task: Preparing for a talk or lecture. Anticipating content. Understanding lecture organization and making notes. Speaking task: Making effective contributions to a seminar; giving and asking for opinions; open debate in class.** Duration: 02:00 Problem-solving class	
2	**Reading task: Using research questions to focus on relevant information in a text (scanning). Using topic sentences to get an overview of the text. Writing task: Introduction to paragraph writing and topic sentence.** Duration: 02:00 Problem-solving class		**Reading task: Searching for information. Using the Internet effectively. Writing task: Writing topic sentences and paragraphs. Summarizing.** Duration: 02:00 Problem-solving class	
3	**Speaking task: Making effective contributions to a seminar. Developing a complex argument, agreeing, disagreeing. Reading and writing tasks: Characteristics of academic writing. Analyzing audience, purpose, tone and style.** Duration: 02:00 Problem-solving class		**Speaking task: Evaluating Internet results. Reporting research findings orally. Writing task: Paragraph organization and structure. Discourse markers.** Duration: 02:00 Problem-solving class	**Uploading videos or texts related to research issue being investigated (using Facebook or similar application).** Individual work Continuous assessment Duration: 05:00
4	**Introduction to research proposals. Motivation and objectives. Words from general language with special meaning in ICT.** Duration: 02:00 Lecture		**Reading task: Identifying topic development in a text. Locating key information and identifying the writer's stance. Analyzing the way in which previous work and research gaps are written in typical research papers in the area.** Duration: 02:00 Problem-solving class	**Reading and/or watching the texts or videos uploaded by classmates and commenting on them (through Facebook or similar application).** Individual work Continuous assessment Duration: 05:00
5	**Introduction to oral presentations: Making effective introductions; typical ways to start a speech. Writing task: The use of linking devices or conectors in paragraph organization and structuring.** Duration: 02:00 Lecture		**Writing task: Citing and referencing in proposals and academic texts in general. How to structure oral presentations. What to include in the body of a presentation. Listening task: How to choose relevant content; how to synthesize; signposting.** Duration: 02:00 Problem-solving class	

6	**Reading task: Identifying how ideas are linked in a text. The use of direct quotation vs. paraphrasing in a proposal.** Duration: 02:00 Problem-solving class		**Listening task: Use of visuals and body language in an oral presentation. Speaking task: Responding queries and request for clarification in a seminar discussion.** Duration: 02:00 Problem-solving class	**Research proposal (part 1): motivation (research problem) and objectives, state-of-the-art review, research questions, initial list of references.** Group work Continuous assessment Duration: 10:00
7	**Reading and writing tasks: identifying research gaps and explaining them in the proposal. Listening task: Conclusions and final remarks in oral presentations.** Duration: 02:00 Problem-solving class		**Listening tasks. Analyzing good and bad examples of oral presentations; how to deal with difficult questions in an oral presentation. Writing task. Putting into practice note-taking systems.** Duration: 02:00 Problem-solving class	**Motivational video of the research topic** Group work Continuous assessment Duration: 10:00
8	**Tutors provide feedback on the first version of the research proposals submitted by students in week 6. Common errors in academic writing are reviewed (paragraph patterns).** Duration: 02:00 Problem-solving class		**Tutors provide feedback on the first version of the research proposals submitted by students in week 6. Common errors in academic writing are reviewed (connectors).** Duration: 02:00 Problem-solving class	**Oral presentations on the final version of the research proposal delivered in class.** Group work Continuous assessment Duration: 20:00
9	**Feedback on research proposals. Writing task: Methodology and process description in research proposals. Common errors in academic writing are reviewed (punctuation).** Duration: 02:00 Problem-solving class		**Feedback on research proposals. The language of definition and classification is reviewed. Common errors in academic writing are reviewed (lack of topic sentence, old-new information flow).** Duration: 02:00 Problem-solving class	
10	**Listening task: Students deliver oral presentations to the class and receive feedback (effective introductions are reviewed). Describing outcomes, limitations and future lines of work in research proposals.** Duration: 02:00 Problem-solving class		**Students deliver oral presentations to the class and receive feedback (use of visuals). The language of process descriptions is reviewed (use of passive voice). Introduction to suprasegmental features of discourse: stress, rhythm and intonation.** Duration: 02:00 Problem-solving class	
11	**Students deliver oral presentations to the class and receive feedback (strategies to improve eye-contact making). Compiling a list of references or bibliography. Parallel grammatical forms for ennumerations and lists are reviewed.** Duration: 02:00 Problem-solving class		**Students deliver oral presentations to the class and receive feedback (strategies to control pace and timing). Suprasegmental features of discourse: stress, rhythm and intonation. Prepositions used in classifications and descriptions).** Duration: 02:00 Problem-solving class	
12	**Students deliver oral presentations to the class and receive feedback (strategies to improve voice, variation in tone, enthusiasm). Review of conciseness in scientific and technical language (for example, reduced relative clauses).** Duration: 02:00 Problem-solving class		**Students deliver oral presentations to the class and receive feedback (strategies to improve interaction with the audience). Suprasegmental features of discourse: stress, rhythm and intonation.** Duration: 02:00 Problem-solving class	

13	**Students deliver oral presentations to the class and receive feedback (effective conclusions). Review of linking devices and signposting.** Duration: 02:00 Problem-solving class		**Students deliver oral presentations to the class and receive feedback. Position and presence of the subject. Review of subject-verb agreement.** Duration: 02:00 Problem-solving class	**Research proposal (reviewed part 1 + part 2): methodology (proposed solution and process description), potential outcomes and limitations of the research, time outline, list of references.** Group work Continuous assessment Duration: 15:00
14	**Students deliver oral presentations to the class and receive feedback. Review linking devices (comparison and contrast; cause-effect, etc.)** Duration: 02:00 Problem-solving class		**Students deliver oral presentations to the class and receive feedback. Strategies to improve checking for style and grammar.** Duration: 02:00 Problem-solving class	
15	**Review of course content and preparation for the exam.** Duration: 02:00 Problem-solving class			**Final exam for students following the continuous assessment option.** Written test Continuous assessment Duration: 02:00
16				
17				**Final exam for those students NOT following the continuous assessment option. It will consist of two parts: a written exam and an assignment.** Written test Final examination Duration: 05:00

The independent study hours are training activities during which students should spend time on individual study or individual assignments.

Depending on the programme study plan, total values will be calculated according to the ECTS credit unit as 26/27 hours of student face-to-face contact and independent study time.

* The subject schedule is based on a previous theorical planning of the subject plan and might go to through experience some unexpected changes along throughout the academic year.

8. Activities and assessment criteria

8.1. Assessment activities

8.1.1. Continuous assessment

Week	Description	Modality	Type	Duration	Weight	Minimum grade	Evaluated skills
3	Uploading videos or texts related to research issue being investigated (using Facebook or similar application).	Individual work	No Presential	05:00	5%	5 / 10	CG08
4	Reading and/or watching the texts or videos uploaded by classmates and commenting on them (through Facebook or similar application).	Individual work	No Presential	05:00	5%	5 / 10	CG05 CG08
6	Research proposal (part 1): motivation (research problem) and objectives, state-of-the-art review, research questions, initial list of references.	Group work	No Presential	10:00	10%	5 / 10	CG06 CG12 CG08 CG05
7	Motivational video of the research topic	Group work	No Presential	10:00	10%	5 / 10	CG08
8	Oral presentations on the final version of the research proposal delivered in class.	Group work	Face-to-face	20:00	10%	5 / 10	CG12 CG08
13	Research proposal (reviewed part 1 + part 2): methodology (proposed solution and process description), potential outcomes and limitations of the research, time outline, list of references.	Group work	No Presential	15:00	10%	5 / 10	CG12 CG08 CG06 CG05
15	Final exam for students following the continuous assessment option.	Written test	Face-to-face	02:00	50%	5 / 10	CG06 CG12 CG08 CG05

8.1.2. Final examination

Week	Description	Modality	Type	Duration	Weight	Minimum grade	Evaluated skills

17	Final exam for those students NOT following the continuous assessment option. It will consist of two parts: a written exam and an assignment.	Written test	Face-to-face	05:00	100%	5 / 10	

8.1.3. Referred (re-sit) examination

No se ha definido la evaluación extraordinaria.

8.2. Assessment criteria

In the **continuous assessment option**, students will be evaluated by their participation in class and in the activities determined by the tutors (10%); by 4 assignments carried out in pairs or groups (10% each); and by a final exam (50%) that will take place the last teaching week on site (week 15). As for the 4 assignments, they will all be related with the task of creating a "research proposal". Students will be asked to identify a research question or problem and analyze if from a research perspective accounting for: 1. motivation and objectives of the research issue; 2. context and previous research in the area (state-of-the-art); 3. methodology to approach the research issue; 4. potential outcomes and limitations of the research; 5.outline programme of the work and future lines; 6. list of references.

The 1st assignment will consist in producing a report on 1. motivation and objectives of the research proposal and 2. context and previous research in the area (state-of-the-art). The 2nd assignment will be the recording of the delivery of an oral presentation in which students talk about the sections of the research proposal created so far. In the 3rd assignment, students will improve and correct the 1st assignment and complete it with the remaining sections. The 4th assignment will consist in delivering an oral presentation to the class about the whole research proposal project.

The extension of the proposal will be of around 2-3 pages approx. (1000-1200 words). A standard font should be used, preferably 12-point Times New Roman or Arial, with 1,5 line spacing.

The oral presentation will be evaluated according to the following criteria (amongst others): appropriateness to the audience; use of attention-getting devices; structure and cohesion; sufficient variation in tone and enthusiasm; fluent pattern of speech; appropriate use of time connectors and signposts; use of specialized vocabulary and definitions of key terms unfamiliar to the audience; correct use of grammar and complex expressions; appropriate pace; eye contact and adequate use of body language; effective use of visual aids; accurate timing, interaction with the audience; correct pronunciation and intonation.

Scoring rubrics for oral presentations collecting these and other important criteria to be taken into acount in the evaluation process will be made available to the students.

The **final assessment option** will consist of a final written exam (60%) and a final assignment (40%). The final assignment will also consist in the writing of a research proposal (20%) and an oral presentation (about the research proposal) on site on the exam date (20%).

9. Teaching resources

9.1. Teaching resources for the subject

Name	Type	Notes
See Moodle of the course	Web resource	UPDATED INFORMATION AND RESOURCES IN THE MOODLE PLATFORM OF THE COURSE.