**COURSE DESCRIPTION CARD - SYLLABUS**

Course name   
Technical and Scientific Writing   
**Course**

Field of study  
Computing  
Area of study (specialization)  
Artificial Intelligence  
Level of study   
  
Form of study  
  
Year/Semester  
1/2  
Profile of study   
  
Course offered in  
Polish  
Requirements

**Number of hours**

Lecture  
       
Tutorials  
30  
Laboratory classes  
       
Projects/seminars  
       
Other (e.g. online)  
     

**Number of credit points**2

**Lecturers**

Responsible for the course/lecturer:  
Krystyna Ciesielska  
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Centre of Languages and Communication, PUT   
Piotrowo 3a Str., 60-965 Poznań

Responsible for the course/lecturer:

**Prerequisites**  
Students should have language skills at B2 level in accordance with the requirements set out by the Common European Framework of Reference for Languages. They should also have skills that are necessary to present in English specialized aspects concerning computing.

**Course objective**  
1. Provide students with knowledge regarding academic written language.

2. Develop students' skills of effective academic and ESP language usage within the scope of four language skills, emphasizing writing and speaking.

3. Develop students' skills in adapting primary sources for scientific papers.

4. Develop students' abilities of critical thinking and evaluation of their own and others' scientific works.

5. Develops students' teamwork skills.

**Course-related learning outcomes**Knowledge  
1. Acquire formal academic language vocabulary.

2. Comprehend the principles of longer written utterances.

3. Know the main structural elements of scientific works.

Skills  
1. Can obtain information from literature and other English sources, interpret and critically evaluate them, and use them in preparing the new texts.

2. Is able to formulate professional texts in English.

3. Is able to evaluate the readers' expectations and capabilities and use such information for adequately selecting the materials.

4. Is able to take advantage of editing and proofreading remarks.

5. Is able to prepare and present cutting-edge technology in computer sciences, based on research papers.

Social competences  
1. Understands the need for conveying information and knowledge ethically, professionally, shortly, and comprehensively while accounting for the needs and capabilities of the readers.

2. Understands the need and benefits of team working.

3. Can critically evaluate one's own and others' work and learn from one's mistakes.

**Methods for verifying learning outcomes and assessment criteria**Learning outcomes presented above are verified as follows:  
Formative assessment: based on continuous progress assessment.

Summative assessment: continuous assessment during every class (written utterances), marking during every class, including teamwork, discussing extended aspects of a problem, and defending one's own work.

**Programme content**

The curriculum comprises of the following topics:

Aim of scientific and technical writing. Main features of scientific articles. Elements of a formal definition. Elements and types of paragraphs (process, comparison/contrast). Forms of scientific expression. Project presentation. Organization and writing process. Differences between summary and paraphrase. The issue of plagiarism in scientific papers. Summarising: main structural elements, including relevant information in a logical order. Summary and abstract. Quoting. Editing and proofreading scientific papers. The most common writing mistakes.

The curriculum contains the following grammar and vocabulary areas:

Formal and informal language. Articles. Cohesion and coherence. Logical linking in sentences. Tenses. Text cohesion from the form, logical, and lexicographic viewpoints. Argumentation and expressing an opinion. Coordinating and subordinating conjunctions. Nominalisations.

**Teaching methods**

Discussion by examples. Critical analysis of real-world materials. Cooperative argumentative dialogue between individuals (the Maieutic Socratic Method). Brainstorming. Practical exercises.

**Bibliography**

Basic  
1. Cargill, M., O'Connor, P. 2011. Writing Scientific Research Articles. Strategy and Steps. Wiley- Blackwell.

2. Hogue, A., Oshima, A. 2006. Writing Academic English. Pearson/Longman.

3. English for Academics, Book 1, 2014, and Book 2, 2015. Cambridge University Press.

Additional   
1. Bailey, S. 2011. Academic Writing: A handbook for international students. Routledge.

2. Finkelstein, L., Jr. 2000. Pocket Book of Technical Writing for Engineers and Scientists. McGraw-Hill.

3. Hewings, M. 2012. Cambridge Academic English, Upper Intermediate . Cambridge University Press.

4. Hult, C.A., Huckin,T.N. 2008. The Brief New Century Handbook. Pearson Longman.

5. Jordan, R.R. 2008. Academic Writing Course. Longman.

**Breakdown of average student's workload**

|  | Hours | ECTS |
| --- | --- | --- |
| Total workload | 50 | 2,0 |
| Classes requiring direct contact with the teacher | 30 | 1,5 |
| Student's own work (preparation for tutorials, presenatation prepartion, report preparation) [[1]](#footnote-1) | 20 | 0,5 |

1. delete or add other activities as appropriate [↑](#footnote-ref-1)