

340282 - HADP-O8P36 - Academic Skills for Project Development

Coordinating unit:	340 - EPSEVG - Vilanova i la Geltrú School of Engineering
Teaching unit:	736 - PE - Department of Engineering Design
Academic year:	2017
Degree:	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:	Joseph Edward Barr Katherine Bagby

Prior skills

Students should be able to communicate in English both in speech and writing and have acquired a minimum level of B1.2 according to the Common European Framework of Reference for Languages.

Degree competences to which the subject contributes

Transversal:

1. SELF-DIRECTED LEARNING - Level 3. Applying the knowledge gained in completing a task according to its relevance and importance. Deciding how to carry out a task, the amount of time to be devoted to it and the most suitable information sources.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. TEAMWORK - Level 3. Managing and making work groups effective. Resolving possible conflicts, valuing working with others, assessing the effectiveness of a team and presenting the final results.
8. TEAMWORK. Being able to work as a team player, either as a member or as a leader. Contributing to projects pragmatically and responsibly, by reaching commitments in accordance to the resources that are available.
9. EFFECTIVE USE OF INFORMATION RESOURCES - Level 3. Planning and using the information necessary for an academic assignment (a final thesis, for example) based on a critical appraisal of the information resources used.
10. EFFECTIVE USE OF INFORMATION RESOURCES. Managing the acquisition, structure, analysis and display of

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information from the own field of specialization. Taking a critical stance with regard to the results obtained.

Teaching methodology

The course is based on an active methodology including:

- presentations by the lecturer.
- class discussions.
- group work.
- project work and assignments.
- autonomous student work.

Learning objectives of the subject

This course aims at developing the skills that technical students need to successfully communicate in speech and writing in professional and academic situations proper to their field of study. It focuses on developing students' proficiency in English and on the skills related to the development of a collaborative project. This course is intended to develop students' academic and communicative skills for their project. The course will provide students with the resources to develop their fluency, accuracy, and appropriateness in developing project texts (both written and spoken), such as a report, an abstract, an article, and an oral presentation. The contents learnt in this course can be applied to the development of the student's final thesis (i.e. TFG), regardless of the language of the thesis.

Study load

Total learning time: 150h	Hours large group:	45h	30.00%
	Hours medium group:	0h	0.00%
	Hours small group:	15h	10.00%
	Guided activities:	0h	0.00%
	Self study:	90h	60.00%

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Content

<p>MODULE 1. LANGUAGE LEARNING RESOURCES, COLLABORATIVE WORK AND MEETINGS</p>	<p>Learning time: 6h Theory classes: 4h Practical classes: 2h</p>
<p>Description: This module will provide students with resources and strategies for autonomous language learning, developing strategies and skills for collaborative team work and effective participation in meetings, in order to lay the ground for successful collaborative project development in English.</p>	
<p>MODULE 2. EFFECTIVE TECHNICAL COMMUNICATION IN ENGLISH</p>	<p>Learning time: 10h Theory classes: 6h Practical classes: 4h</p>
<p>Description: This module will present the basics of effective technical communication in English in order to help students analyse a specific communicative situation in the academic or professional domain and adapt to it. We will deal with the concepts of audience and purpose so as to plan and develop an appropriate rhetorical strategy.</p>	
<p>MODULE 3. PREPARING A TECHNICAL TEXT: THE PLANNING STAGE</p>	<p>Learning time: 5h Practical classes: 5h</p>
<p>Description: This is a practical module in which students will participate in a specific project together with the rest of their team. Taking into account the elements involved in the planning of a technical text, they will complete the plan sheet for the spoken and written texts related to their project. This module will also focus specifically on the planning and writing of abstracts. Besides, in those cases in which students participate in the Trans-Atlantic and Pacific Project (TAPP), this stage will also involve collaboration with their US partners.</p>	
<p>MODULE 4. WRITTEN TECHNICAL COMMUNICATION</p>	<p>Learning time: 12h Theory classes: 5h Practical classes: 5h Laboratory classes: 2h</p>
<p>Description: This module will focus on the writing process: outlining, drafting, and revising texts. Students will work on developing certain types of academic texts in English, especially abstracts and articles. Attention will be paid to elements of structure (paragraphs, sentences, logical connectors, etc.), language, and style. The practical part of this module will also include the development of the texts in the collaborative project.</p>	

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<p>MODULE 5. SPOKEN TECHNICAL COMMUNICATION</p>	<p>Learning time: 8h Theory classes: 4h Practical classes: 4h</p>
<p>Description: This module will develop students' speaking and presentation skills so as to help them prepare an effective presentation of their project. Students will acquire skills and strategies related to different types of concise presentations (elevator pitch, PechaKucha) in order to get practice in spoken production in the technical fields. They will practise adapting to different types of audiences and to different purposes. This module will also include the final project presentations in class, developed and delivered in teams. In the event that the oral presentation forms part of the Trans-Atlantic and Pacific Project, the order of the modules will be readjusted (i.e. with the speaking module before the written one) and the oral presentations will be video-recorded so that they can be shared with the US partners.</p>	

Qualification system

Collaborative project (process and product), oral presentation and report: 25 %
 Assignments: 15 %
 Written exam(s) based on course materials: 50% *
 Class participation (including both in-class and out-of-class activities): 10%

* RETAKE: Students will have the opportunity to retake all the written exams

Regulations for carrying out activities

Because of the nature of the course, students are required to attend classes regularly (most of the assessment activities will take place during regular class sessions). More than 20% of unjustified absences will affect the final course mark.

In order to qualify for a course mark, students must do at least 50% of the required work for each of the course components (i.e. assignments, activities, classes). Failure to comply with this requisite will result in a final mark of "NP" ("No presentat").

Any assessed activities must be submitted by the set deadlines. Late activities 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 is not original, the student will be disqualified from the activity and will get a mark of 0.

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Bibliography

Basic:

- 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 9780521376914.
- Thompson, Kenneth. English for meetings. Oxford: Oxford University Press, 2007. ISBN 9780194579346.
- Barahona Fuentes, Claudia ; Arnó Macià, Elisabet. English for academic purposes : learning english through the web [on line]. Barcelona: Edicions UPC, 2001 [Consultation: 07/05/2015]. Available on: <<http://hdl.handle.net/2099.3/36428>>. ISBN 8483014793.
- Ellis, Mark. Giving presentations. Essex: Longman, 1992. ISBN 0582064414.
- Lannon, John M. Technical communication. 13th ed. New York: Longman, 2015. ISBN 9781292019567.
- Pickett, Nell Ann. Technical English : writing, reading, and speaking. 8th ed. New York [etc.]: Longman, 2001. ISBN 0321003527.
- Reep, Diana C. Technical writing : principles, strategies, and readings. 8th ed. Boston [etc.]: Longman, 2011. ISBN 9780205721504.
- Transferable academic skills kit : 12 essential steps to academic success : contains all 12 student modules. Reading, UK: Garnet, 2007. ISBN 9781859649275.
- Argent, Sue; Alexander, Olwyn. Access EAP foundations : Course book. Reading: Garnet, 2010. ISBN 9781859645246.
- Argent, Sue; Alexander, Olwyn. Access EAP frameworks : Course book. Reading: Garnet, 2013. ISBN 9781859645581.

The course units concerned become full-year course units with a partial exam in January. Assessing partial learning contents in January is not possible. The crucial practicals are scheduled in the second term and the entire course unit becomes a full-year course unit with continuous and/or end-of-term assessment. The extent to which these first-term practicals can be scheduled in the second term highly depends on what the specific pandemic codes will allow. This academic year, each course sheet contains the following superscript: Due to Covid19 it is possible that teaching and assessment methods may deviate from the ones described below. Any possible deviations will be communicated via Ufora.

Unit 4. academic courses. assignment BA candidate core module course credit curriculum diploma distinction. duration elective module eligible for something enroll essay honours in-session course MA major (AmE). minor (AmE) obligatory module portfolio pre-session course project syllabus upgrade viva voce workshop. Study the highlighted words and expressions.

He graduated BA with honours in 1806. 12. She teaches, researches and publishes on academic practice in higher education. Her particular passions are how teaching, curriculum organisation and manipulation of "context" can support and expand learning, especially in medical and surgical education. He has 25 years of teaching experience in civil and structural engineering design and received a National Teaching Fellowship in 2006. Linda Drew is the Dean of Academic Development at the University of the Arts London, UK. Linda is founding editor of the journal Art, Design and Communication in Higher Education. He has responsibility for Academic Quality and for all Learning and Teaching across the university. His remit also includes the student experience. An academic year or school year is a period of time which schools, colleges and universities use to measure a quantity of study. School holidays (also referred to as vacations, breaks, and recess) are the periods during which schools are closed or no classes or other mandatory activities are held. The dates and periods of school holidays vary considerably throughout the world, and there is usually some variation even within the same jurisdiction. Governments often legislate on the total number of Recent papers in teaching academic writing to ESL or L2 students. Papers. People. Plagiarism is a pervasive challenge throughout academia perpetuated by the advent of technology, lack of ethical education, and the ambiguity in its definition. Plagiarism in the United States higher education settings has gained more attention over the years as international student population has increased. Considering how higher education institutions are growing as international spaces due to globalization, it is crucial to closely examine ethical issues concerning the diverse and multicultural student population.