

Program	13IF– Bachelor of Science in Forest Engineering
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Course number and name	
Number	135001701
Name	English for professional and academic communication*
Semester	S1 [(September-January)] / S2 [(February-June)]

Credits and contact hours	
ECTS Credits	6
Contact hours	60

Coordinator's name	Maria Jesus de Teresa (mariajesus.deteresa@upm.es)
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Specific course information
Description of course content
This course aims at equipping students with good oral, written and digital communication skills in academic and professional setting. Oral communication skills will be developed in group information transfer, class discussions and oral presentations. Written communication will involve explicit, relevant and diverse writing tasks.
List of topics to be covered
<p>Topic 1</p> <p>Introduction into Oral Communication (<i>Paths to Communication</i>). Role of speaker and listener. Listening for main ideas and for specific information. Listening and note-taking.</p> <p>Strategies for Oral Communication. Useful language.</p> <p>Oral Communication Workshop: signposting language</p> <p>Topic 2</p> <p>Oral presentation practice (<i>Forestry degrees in Europe</i>)</p> <p>Introduction to academic writing. The writing process.</p> <p>Academic world list. CV and cover letter. Interviews.</p> <p>Listening skills (<i>MSc University of Cumbria Video</i>)</p> <p>Note-taking techniques.</p> <p>Outlining: selecting and structuring main ideas, supporting ideas and details.</p> <p>Reporting- from outlines to text.</p> <p>CV and Cover letter</p> <p>Topic 3</p> <p>Information transfer - IUCN Red list, Biodiversity at risk, Biodiversity video</p> <p>Group information transfer (<i>Endangered wildlife species</i>).</p>

<p>Pronunciation and word stress. Paraphrasing and Summarizing (<i>Endangered species, Species recovery</i>)</p> <p>Topic 4 Describing a process. Language of cause-effect Expressing causal relationships: sentence connectors & conjunctions Paragraph building, reference and cohesion (<i>Loss of biodiversity</i>)</p> <p>Topic 5 Listening to a live conference (<i>Rewilding Europe conference</i>). Recording information: from notes to outline. From listening to participating in a debate. Debate skills and language (<i>Rewilding controversy</i>) Oral presentation preparation and design (<i>Rewilding projects in Europe etc</i>). Evaluation of Oral presentations: Criteria for evaluation.</p> <p>Topic 6 Listening for specific information (<i>videos</i>). Recording information in note-form. Vocabulary building Individual presentations on selected topics (Endangered species, wildlife management)</p> <p>Topic 7 Group presentation practice (<i>Forest ecosystems</i>). Selecting main and subsidiary points. Recording data in note-form. Pronunciation and stress. Vocabulary building Listening skills (<i>Doñana NP, Spanish National parks videos etc</i>) Vocabulary building. Recording information: summarizing Individual presentations on selected topics (forest ecosystems)</p> <p>Topic 8 ‘Problem solution’ texts Revising and editing Expressing temporal relationships: sentence connectors & conjunctions</p> <p>Topic 9 Academic writing style Citation. Plagiarism. Referencing sources</p> <p>Topic 10 The term paper: genre constraints Planning, outlining and drafting Revising, editing & publishing</p>	
Prerequisites or co-requisites	
You need to accredit a B2 English level to be admitted to this course.	
Course category in the program	
R (required)	

Specific goals for the course

Specific outcomes of instruction

RA1- To comprehend main and specific information in technical and specialized context
 RA2 - To communicate efficiently in informal and formal situations, both individually and in groups
 RA3 – To be able to present information coherently, clearly and accurately, considering the targeted audience
 RA4 – To be able to write a short text in a given field, working with resources
 RA5 – To plan and organize ideas with the view of producing a coherent text
 RA6 – To revise a text in order to correct errors at the micro-linguistic level
 RA7 - To comprehend general academic vocabulary and use it correctly and appropriately
 RA8 – To recognize and employ the most common structures in an academic setting (cause-effect; problem-solution; introduction-main idea-supporting idea)
 RA9 – To summarize information from different sources, employing common strategies such as paraphrasing or indirect quotation.

Further reading and supplementary materials

Bailey, Stephen. 2nd ed. 2006. Academic Writing. Routledge.
 Boardman, Cynthia A. 2008. Writing to Communicate 2. Longman.
 Comfort, Jeremy. 1995. Effective Presentations. OUP.

Hamp-Lyons, Liz & Ben Heasley. 1987. Study Writing. CUP.
 Jordan, R.R. 1997. English for Academic Purposes. CUP.
 Lynch, Tony, K. Anderson. 1992. Study Speaking. CUP.
 Meyers, Alan. 2005. Gateways to Academic Writing. Longman
 Oshima, Alice & Ann Hogue. 2007. Introduction to Academic Writing 3. Longman.
 Pallant, Anne. 2009. Writing. Garnet.
 Williams, Anneli. 2011. Writing for IELTS. Harper-Collins.

VIDEOS:

Animals of British Countryside. Video. David Attenborough.
 Doñana. A Paradise for Birds. 2001. Video. Unesco Publishing.
 Biodiversity video. Temple university.
 National School of forestry, University of Cumbria. Video
 How wolves changed rivers. Video

JOURNALS:

Forest Systems. 2010-2020. INIA. ISSN 2171-5068
Ecology and Society. Resilience Alliance. ISSN: 1708-3087
Journal of Forestry. Society of American Foresters. ISSN: 0022-1201



POLITÉCNICA



Teaching methodology			
teacher's input	study skills practice	communicative and collaborative tasks	seminar sessions
Other:	Communicative and collaborative approach, skills-based and task-based methodology, coursework, online student support (Moodle), pair and group work		