



POLYTECHNIC OF MEĐIMURJE IN ČAKOVEC

COURSE SYLLABUS

ACADEMIC YEAR: 2020/2021

1. GENERAL COURSE INFORMATION

1.1 Course name	Foreign Language I – English language			
1.2 Study program/s	Undergraduate professional study Sustainable Development			
1.3 Course status (O,E)	O	1.6 Mode of instruction (number of hours)	Lectures	15
1.4 Course code			Exercises	15
1.5 Course abbreviation			Seminars	
1.6 Semester	1		E-learning	
1.7 ECTS	3	1.7 Place and time of instruction	Premises of the Polytechnic of Međimurje in Čakovec, according to the schedule published on the website.	

2. TEACHING STAFF

2.1 Course leader/s-title	Martina Sobočan, senior lecturer	contact	martina.sobocan@mev.hr
		contact	
2.2 Assistant/s- title		contact	
		contact	
2.3 Instruction held by- title		contact	

3. COURSE DESCRIPTION

3.1 Course goals	The aim of the course is to enable students to increase language competence while learning the language of the profession through examples and communication in situations specific to the environment.
3.2 Prerequisites	None
3.3 Course outcomes	<p>After successfully completing the course, students will be able to:</p> <p>O1 - Independently recognize and apply appropriate grammatical expressions as specifics of written and spoken language, formal and informal communication in the field of profession in English, adapt them to the given register and compare linguistic and grammatical terminology in Croatian and English.</p> <p>O2 - Describe the basic concepts and processes using professional terminology - sustainable development, water, air and soil pollution processes, climate change and their consequences, ecological footprint and environmental protection in English.</p> <p>O3 - Design a presentation related to the profession or culture and civilization of English-speaking countries and present it to the group.</p> <p>O4 - Write a CV, an application, a short business letter and a summary of the professional text.</p>

3.4 Course content	The course presents contents related to the concept of sustainable development, air, water and soil pollution, climate change, global warming and environmental protection. The contents are processed from the point of view of recognizing typical linguistic and grammatical constructions and their application.																																																							
3.5 Types of coursework	x	Lectures	x	Exercises	Blended e-learning	x	Individual activities	Laboratory																																																
		Seminars and workshops		Distant learning	Field classes		Multimedia and network	Mentorship																																																
		Other																																																						
3.6 Language of instruction	English/Croatian																																																							
3.7 Monitoring students' work (enter the number of ECTS credits for each activity so that the total number of ECTS credits is equal to the total ECTS value of the course, 1 ECTS = 30 hours)	1	Class attendance		Seminars		Essay																																																		
		Class activity		Project		Presentation																																																		
	1	Midterm exams		Practical task		Continuous knowledge check																																																		
		Written exam		Experimental work																																																				
	1	Oral exam		Research																																																				
3.8 Assessment and evaluation of students' work during classes and at the final exam	<table border="1" data-bbox="600 1025 1324 1415"> <thead> <tr> <th>Activity specification</th> <th>Percent %</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align: center;">Assessment during instruction</td> </tr> <tr> <td>Presentation</td> <td>10%</td> <td>10</td> </tr> <tr> <td>Midterm exam 1</td> <td>35%</td> <td>35</td> </tr> <tr> <td>Midterm exam 2</td> <td>35%</td> <td>35</td> </tr> <tr> <td colspan="3" style="text-align: center;"><i>Exam assessment for the students who failed to fulfill all the obligatory requirements during the semester</i></td> </tr> <tr> <td>Written exam</td> <td>70%</td> <td>70</td> </tr> <tr> <td>Oral exam</td> <td>30%</td> <td>30</td> </tr> <tr> <td>Total:</td> <td>100%</td> <td>100</td> </tr> </tbody> </table>								Activity specification	Percent %	Points	Assessment during instruction			Presentation	10%	10	Midterm exam 1	35%	35	Midterm exam 2	35%	35	<i>Exam assessment for the students who failed to fulfill all the obligatory requirements during the semester</i>			Written exam	70%	70	Oral exam	30%	30	Total:	100%	100																					
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	<p>89 – 100 excellent (5) 76 – 88 very good (4) 63 – 75 good (3) 50 – 62 pass (2) 0 – 49 fail (1)</p>										
3.10 Specific features related with taking the course	<p>If a student collects 50% of the points of each outcome, he / she directly takes the oral exam. The condition is that he made a presentation. If a student does not achieve a sufficient number of points on the midterm exam, he / she cannot take the next midterm exam. Once won points in intermediate exams for each learning outcome are no longer deleted unless the student decides to correct the result for a particular learning outcome, whereby the points won until then are deleted and newly earned points are entered for that learning outcome. repair only exceptionally, with the express approval of the subject teacher. A student cannot access the exam period if he has not made a presentation. The final grade is obtained at the exam deadline.</p>										
3.11 Students obligations	<p>Full-time students are required to attend at least 70% of the total number of hours of lectures and exercises in order to exercise the right to take the exam. Part-time students are required to attend at least 30% of the total number of hours of lectures and exercises in order to exercise the right to take the exam. If the student has not fulfilled all the obligations set by the course, he is obliged to attend the lectures again and meet the conditions for taking the exam. Attendance can be offset by online tuition, organised webinars and added assignments given by teachers. One lesson lasts 45 minutes, and several hours form a teaching unit. Absence from one teaching unit is counted as one absence. Delays and apologies are recorded separately. In that case, if the student missed more than 50% of classes, and has a justifiable reason/apology, the request should be submitted to the Department Council, which then decides on the justification of student absences with the obligatory opinion of the course leader.</p>										
3.12 Written assignments - Presentations	<p>Presentations must be written on a computer, can be made in PowerPoint or students can use other tools, eg Prezi, PowToon, etc. The presentation must last a minimum of 5 and a maximum of 10 minutes. The presentation must contain an introduction, main part and conclusion, where the introductory slide must contain the key points of the presentation. The presentation must not contain long sentences or text. Instead, there must be only keywords on the slides, and the content, ie the topic of the presentation, must be freely presented, without reading from the slides. The last slide (s) of the presentation must contain a list of used literature. After the presentation, it is necessary to seek feedback from the audience, ie fellow students.</p>										
3.13 Required reading	<table border="1"> <tr> <td>1.</td> <td>Materials and texts uploaded on Loomen and Merlin</td> </tr> <tr> <td>2.</td> <td>R. Murphy: Grammar in Use, Cambridge University Press, Third Edition 2007</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>	1.	Materials and texts uploaded on Loomen and Merlin	2.	R. Murphy: Grammar in Use, Cambridge University Press, Third Edition 2007						
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3.14 Additional reading	<table border="1"> <tr> <td>1.</td> <td>Advanced Oxford Dictionary</td> </tr> </table>	1.	Advanced Oxford Dictionary								
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	2.	L. Jones: New Progress to First Certificate, Cambridge University Press, 1998
	3.	P.Astley, L. Lansford: Engineering 1, Oxford University Press
		K.J. Gaston: Urban Ecology, CUP, 2010

4 ADDITIONAL COURSE INFORMATION

4.1 Quality control	The quality of the program, teaching process, teaching skills and level of mastery of the material will be established by conducting a written evaluation based on questionnaires, and in other standardised ways and in accordance with the by-laws of the Polytechnic of Međimurje in Čakovec.
4.2 Contact the teacher	Students can contact the teacher during the office hours and during classes, while for short questions and explanations they can contact him/her any day during working hours by coming in person or by landline. It is also possible to ask questions by e-mail, which will be answered in 48 hours at the latest. It is desirable for students to come as often as possible for any possible questions during the teacher's office hours.
4.3 Information about the course	It is the obligation of each student to be regularly informed about the course. All notifications about the classes or possible postponement of classes will be posted on the bulletin board and on the website of the Polytechnic at least 24 hours in advance.
4.4 Course contribution to the study program	Communicate using basic language principles in an appropriate way in business situations in a foreign language.

5. ANALYSIS OF COURSE TOPICS (the number of hours is equal to the number of lectures and exercises of the course)

LECTURES

Classes	Topic and description	Method	Learning outcomes	Course outcome
		<ul style="list-style-type: none"> • Direct teaching (lecture, instruction, pp presentation) • Discovery learning (individual, lead, discussion) • Group learning • Case study • Field classes... 		
1.	Introduction - introducing students to the way of working, obligations and the way of testing knowledge, choosing topics for presentations	Direct teaching	-	-
2.	Tenses - a general overview	Direct teaching (lecture, instruction, Discovery learning, Group learning	Recognize verb tense and its application	O1
3.	Present tenses	Direct teaching (lecture, instruction, Discovery learning, Group learning	Use the appropriate present tense to express facts or actions in progress	O1

4.	Past tenses	Direct teaching (lecture, instruction, Discovery learning, Group learning)	Use appropriate past tense to tell past, unfinished, or pre-past actions	O1
5.	Present and Past tenses	Direct teaching (lecture, instruction, Discovery learning, Group learning)	Using the appropriate form of the verb to tell actions represents the connection between the past and the present	O1
6.	Future Tenses	Direct teaching (lecture, instruction) Discovery learning, Group learning	Describe future actions or plans using the appropriate form for the future	O1
7.	Modal verbs and their application	Direct teaching (lecture, instruction), Discovery learning, Group learning	Describe possibilities, abilities, prohibition, permission, assumptions, security in something, etc. using appropriate forms of modal verbs	O1
8.	Presentations	Individual learning	Research a particular topic and present it	O3
9.	Comparison of adjectives	Direct teaching (lecture, instruction) Discovery learning, Group learning	Describe relationships and traits by using adjective forms correctly	O1
10.	Prepositions	Direct teaching (lecture, instruction) Discovery learning, Group learning	Use the appropriate preposition	O1
11.	Business letters – basics	Direct teaching (lecture, instruction) Discovery learning, Group learning	Use appropriate structures in a basic form of a business letters.	O4
12.	CV and a job application	Direct teaching (lecture, instruction) Discovery learning, Group learning	Write a CV and a job application	O4
13.	Word formation	Direct teaching (lecture, instruction) Discovery learning, Group learning	Use the appropriate word form in a LSP text.	O1
14.	Summarizing a text	Direct teaching (lecture, instruction) Discovery learning, Group learning	Summarize a LSP text	O4

15.	Presentations	Individual learning	Research a topic and present it	O3
EXERCISES/ SEMINARS				
Classes	Topic and description	Method <ul style="list-style-type: none"> • Direct teaching (lecture, instruction, pp presentation) • Discovery learning (individual, lead, discussion) • Group learning • Case study • Field classes... 	Learning outcomes	Course outcome
1.	Sustainable development - introduction	Direct teaching (lecture, instruction) Discovery learning, Group learning	Recognize the concept and meaning of the concept of sustainable development	O2
2.	Sustainable development – terminology	Direct teaching (lecture, instruction) Discovery learning, Group learning	Define the concept of sustainable development and its goals	O2
3.	Water pollution	Direct teaching (lecture, instruction) Discovery learning, Group learning	Summarize the causes and consequences of water pollution	O2
4.	Soil pollution	Direct teaching (lecture, instruction) Discovery learning, Group learning	Summarize the causes and consequences of soil pollution	O2
5.	Air pollution	Direct teaching (lecture, instruction) Discovery learning, Group learning	Summarize the causes and consequences of air pollution	O2
6.	Climate change	Direct teaching (lecture, instruction), Discovery learning, Group learning	Explain the causes and consequences of climate change	O2
7.	Natural disasters	Direct teaching (lecture, instruction), Discovery learning, Group learning	State the causes and consequences of natural disasters	O2
8.	Midterm exam	Direct teaching (lecture, instruction), Discovery learning, Group learning		
9.	Global warming – introduction	Direct teaching (lecture, instruction), Discovery learning, Group learning	Describe the process of global warming	O2
10.	Global warming – causes and consequences	Direct teaching (lecture, instruction), Discovery learning, Group learning	List the causes and consequences of global warming	O2
11.	Ecological footprint	Direct teaching (lecture, instruction), Discovery learning, Group learning	Identify the factors that influence the creation of the	O2

			global footprint and calculate the size of your own ecological footprint	
12.	Possibilities of environmental protection	Direct teaching (lecture, instruction), Discovery learning, Group learning	Make a list of activities that can contribute to environmental protection	02
13.	Sustainable habits	Direct teaching (lecture, instruction), Discovery learning, Group learning	List significant life habits that are sustainable	02
14.	Improving sustainability on an example of a company	Direct teaching (lecture, instruction), Discovery learning, Group learning	Describe the company in the processes it incorporates into its business for the purpose of sustainability	02
15.	Midterm exam	Individual learning		