| COURSE TITLE | Technical English Language III | | | | | | | |
|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|----------------------------------|---------|-----------|------------|--|--|
| Course code | SKS026 | Year of study | 3 rd /4 th | | | | | |
| Lecturer(s) | Silvana Tokić, PhD, tenured college professor | ECTS (Number of credits allocated) | 2 | | | | | |
| Associates | | Total lesson hours per | Lecture | Seminar | Practical | Laboratory | | |
| | 2010 | Dereentage chore of a | 250/ | 30 | | | | |
| Course status | core | learning | 23% | | | | | |
| | COURS | SE DESCRIPTION | - | | | | | |
| Course Objectives | To provide future mechanical engineers with theoretical and practical knowledge enabling the development of skills and competencies needed for effective communication in an international business environment with emphasis on the following skills: acquiring the principles of general written and oral communication in technical English (writing a summary, report, describing the operation mode of a system/device, interpreting graphs, translating professional texts) use of professional terminology required for an adequate description of fundamental phenomena and concepts in mechanical engineering enhancing the principles of an oral presentation referring to technical content employing relevant grammatical and syntactic structures in describing technical phenomena functions and applications. devices and systems | | | | | | | |
| Course enrolment requirements and entry competencies required for the course | None | | | | | | | |
| Learning outcomes On successful completion of this course, student should be able to: | Specify basic elements, define basic concepts and phenomena in the field of mechanical engineering. illustrate functions of mechanical components, describe the principles of various systems Interpret charts, diagrams, images, and use mathematical and algebraic expressions properly and adequately. Translate independently simple professional technical texts Demonstrate grammatical, syntactic (passive, abbreviated relative clauses, compounds) and communication knowledge and skills in describing devices / systems Design and devise an efficient concept of written communication (abstracts, reports, professional papers) Select an adequate communication and linguistic approach in presenting technical content | | | | | | | |
| Course content | Introductory lesson. What is energy? Thermodynamics. Energy conversion and efficiency. Specific vocabulary related to energy. Writing and reading technical texts. Collocations. Renewable energy sources. Hydropower. Text comprehension and discussion. Solar energy. Reporting findings and writing a report. Describing solar | | | | | | | |

| | collectors. Reading for purpose: Hybrid solar panels. Identifying cause-effect | | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------|--------------|--------------|-----------------------|----------------------|--|
| | relationships. Harnessing solar wind power in Croatia. Technical writing. Topic-related assignment, Wind energy, Describing a process. Swaffham, a wind-powered town. Text | | | | | | | |
| | analysis and reading comprehension. | | | | | | | |
| | □ lecture | | | self-study | у | | | |
| Types of teaching: | ⊠ seminars and workshop | | | ⊠ multimedia | | | | |
| | ⊠ practical | | | | l laboratory | | | |
| | □ field research □ (others) | | | others) | | | | |
| Student obligations | Attending classes, | semina | r workshop | s, ex | kams. | | | |
| Monitoring student work (enter the share in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course): | Class attendance | 0,1 | Research | | | Practical work | ork | |
| | Experimental work | | Report | | | Oral presentation | | |
| | Essay | | Seminar | | 1 | Portfolio | 0,3 | |
| | Self-study | 0,3 | Workshop |) | | (others) | | |
| | | | Office hou | ırs, | | | | |
| | Project | | mid-term | | 0,3 | (others) | | |
| | | | final exam | າ | | | | |
| | CONTINUOUS ASSESSMENT | | | | | | | |
| | Continuous testing indicators | | | | | Performance | Grade ratio | |
| | | | | | | <i>A</i> i (%) | <i>k</i> i (%) | |
| | Class attendance | | | | | 70-100 | 10 | |
| | Portfolio | | | | | 0-100 | 30 | |
| | First mid-term exam | | | | | 50-100 | 30 | |
| | Second mid-term exam | | | | | 50-100 30 | | |
| Assessment and | | | | | | | | |
| evaluation of student work during classes and at the final exam | FINAL ASSESSMENT | | | | | | | |
| | Indiastora abaska | | | | | Porformanco | Grade ratio | |
| | | | | | | Ai (%) ki (%) | | |
| | Final exam | | | | | 50 - 100 | 50 - 100 60 | |
| | Previous activities | | | | | 50 - 100 40 | | |
| | Indicators checks | | | | | Performance | formance Grade ratio | |
| | | | | | | <i>A</i> i (%) | <i>k</i> i (%) | |
| | Final exam | | | | | 50 - 100 60 | | |
| | Previous activities | | | | 50 - 100 | 40 | | |

| | The grade (in percentages) is formed based on all indicators that describe the level of student activities according to the relation: $Grade (\%) = \sum_{i=1}^{N} k_i A_i$ k_i - weighting factor for each activity, A_i - success in percentage achieved for a particular activity, N- total number of activities. | | | | | |
|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-----------------|--|--|--|
| | PERFORMANCE AND GRADE | | | | | |
| | Percentage | Criteria | Grade | | | |
| | 50% - 62,4% | basic criteria met | sufficient (2) | | | |
| | 62,5% - 74,9% | average performance with some errors | good (3) | | | |
| | 75% - 87,4% | above average performance with minor errors | very good (4) | | | |
| | 87,5% - 100% | outstanding performance | outstanding (5) | | | |
| Required reading | Breka, Olinka; Kereković, Snježana; Tokić, Božena (2020) Technical English for Mechanical Engineering 1, sveučilišni udžbenik, Fakultet strojarstva i brodogradnje, Sveučilišta u Zagrebu Tokić, Silvana (2022) Technical English Language for Mechanical Engineering I, sveučilišni udžbenik, Sveučilišni studijski odjel za stručne studije, Sveučilište u Splitu | | | | | |
| Optional reading | Murphy, R. (2004) English Grammar in Use, Cambridge University Press. Cambridge. Smith, H.C.R. (2014) English for Electrical Engineering in Higher Education Studies,(Student's Book). Garnet Publishing Ltd. Reading | | | | | |
| Quality monitoring to ensure the acquisition of established learning outcomes | Records of class attendance and success in performing student obligations Updating detailed course curricula Supervision of teaching activities Continuous quality control of all parameters of the teaching process in accordance with the Action Plans Semester-based student survey in accordance with the "Ordinance on the procedure of student evaluation of teaching work at the University of Split" (UNIST, Centre for Quality Improvement). | | | | | |
| Other information | Detailed course curricula, found on the MOODLE learning platform, are accessed by all students and teachers at the University Department. To provide information to the public shortened versions of course curricula (in Croatian and English) are directly accessible on the website of the University Department. | | | | | |