

## Syllabus

### Course description

<b>Course title</b>	Advanced Scientific English
<b>Course code</b>	46002
<b>Scientific sector</b>	L-LIN/12 - English
<b>Degree</b>	<ul style="list-style-type: none"> <li>➤ PhD MEA - Mountain Environment and Agriculture</li> <li>➤ PhD SET - Sustainable Energy and Technologies</li> <li>➤ PhD ASE - Advanced-Systems Engineering</li> <li>➤ PhD - Computer Science</li> </ul>
<b>Semester</b>	1
<b>Year</b>	1
<b>Academic year</b>	2022/2023
<b>Credits</b>	3
<b>Modular</b>	No

<b>Lecturer</b>	Dr. Birgit Spechtenhauser Mayr Birgit.Spechtenhauser1@unibz.it
<b>Scientific sector of the lecturer</b>	L-LIN/12
<b>Teaching language</b>	English
<b>Total lecturing hours</b>	24
<b>Total exercise hours</b>	6
<b>Office hours</b>	9
<b>List of topics covered</b>	<p>The course will cover the following topics:</p> <ul style="list-style-type: none"> <li>• The International Language of Science – structure and style:</li> </ul> <p>word level</p> <ul style="list-style-type: none"> <li>- Gender and pronouns</li> <li>- Modifiers</li> <li>- Idioms</li> <li>- Jargon/mode of speech used in a particular academic field</li> <li>- Similar words – different meanings</li> <li>- Specialized terminology</li> </ul> <p>sentence level</p>

	<ul style="list-style-type: none"> <li>- Active and passive voice</li> <li>- Sentence structure: varying word types/varying sentence type/varying sentence length</li> <li>- Achieving conciseness; improving cohesion and coherence</li> <li>- Conjunctions</li> <li>- Punctuation marks</li> </ul> <p>Paragraphs</p> <ul style="list-style-type: none"> <li>- Structure within paragraphs</li> </ul> <ul style="list-style-type: none"> <li>• Scientific literature: types of scientific publications</li> <li>• Organization of research papers</li> <li>• Preparation of a model manuscript/developing a plan for a paper</li> <li>• Publication ethics</li> <li>• Peer review</li> <li>• Communication of scientific results through oral presentations and posters</li> </ul>
--	---

<b>Attendance</b>	<p>Required</p> <p>Punctual and regular attendance is not only important and expected; it also correlates positively with the performance in this course. The attendance on both days of the mock conference is required.</p>
<b>Prerequisites</b>	
<b>Course page</b>	

<b>Specific educational objectives and course description</b>	<p>The course aims to improve the students' knowledge and use of the conventions of Academic and Scientific English. It covers some of the essential areas of scientific communication that doctoral students should master in order to successfully disseminate and promote their research. This includes how to write in coherent, cohesive and concise sentences, structure paragraphs, paraphrase, acquire appropriate vocabulary, become familiar with the terminology of the relevant scientific community, how to structure research papers, adhere to ethical principles in scientific publishing and how to give a scientific talk or present a poster. Through reading scientific articles, active engagement with specialized terminology and useful phrases for writing research papers, planning a model manuscript, writing abstracts as well as giving oral presentations as a form of scientific communication among peers, students will have the opportunity to practice their</p>
---	--

	writing and speaking skills and develop a more sophisticated and mature style.
<b>Teaching format</b>	<p>In a more theoretical introductory part to Scientific English, a set of guidelines for structuring written work and basic conventions for scientific communication are provided. This part is followed by a practical part where students can gain an understanding of how to apply the guidelines and principles to their own work and how a scientific paper could be structured and a scientific talk be designed.</p> <p>The exercise hours will be organized as a two-day seminar, during which students will be invited to develop their own plan for a paper, to write an abstract as well as to give an oral presentation or a poster presentation.</p>
<b>Expected learning outcomes</b>	<p>At the end of the course, students should</p> <ul style="list-style-type: none"> <li>- be familiar with the main conventions of scientific writing</li> <li>- have improved their coherence and cohesion in writing and be able to write more concisely</li> <li>- be able to structure a paper</li> <li>- be more familiar with formal English, the language of science, and know some essential terminology of their discipline</li> <li>- have gained more confidence in writing scientific English</li> <li>- be able to better understand, interpret and critically evaluate scientific publications</li> </ul>
<b>Assessment</b>	<p>As most progress towards the learning outcomes is made in class, regular attendance and participation is essential. The evaluation will be based on the continuous, active participation during the course, the written essay of an abstract as well as the final oral presentation at the mock conference.</p>
<b>Assessment language</b>	English
<b>Evaluation criteria and criteria for awarding marks</b>	Active, ongoing participation, contribution of the written essay of an abstract and the final presentation at the mock conference are required to pass the class.

<p><b>Suggested readings</b></p>	<p>K. Paterson, R. Wedge (2013) <i>Oxford Grammar for EAP</i>. Oxford: OUP.</p> <p>Wallwork, A. (2013) <i>English for Academic Research: Usage, Style and Grammar</i>. NY: Springer.</p> <p>Wallwork, A. (2016) <i>English for Writing Research Papers</i>. NY: Springer.</p>
<p><b>Supplementary readings</b></p>	<p>Alley, M. (2002) <i>The Craft of Scientific Presentations: Critical Steps to Succeed and Critical Errors to Avoid</i>. NY: Springer.</p> <p>Alley, M. (2009) <i>The Craft of Scientific Writing</i>. NY: Springer.</p> <p>Bottomley, J. (2021) <i>Academic Writing for International Students of Science</i> (2<sup>nd</sup> edn.). Routledge.</p> <p>Davis, M. (2005) <i>Scientific papers and presentations</i>. San Diego: Academic Press.</p> <p>Gillett, A., Hammond, A. and Martala, M. (2009) <i>Successful Academic Writing</i>. London; NY: Pearson.</p> <p>Hrdina, C. (2007) <i>Scientific English: l'inglese scientifico per relazioni e conferenze in medicina, biologia e scienze naturali</i>. Bologna: Zanichelli.</p> <p>Lee, Richard (2009) <i>English for Environmental Science in Higher Education Studies</i>. Reading: Garnet Education.</p> <p>McGraw-Hill (2003) <i>Dictionary of Environmental Science</i>. Europe: McGraw-Hill Education</p> <p>McGraw-Hill (2002) <i>Dictionary of Scientific and Technical Terms</i>. Europe: McGraw-Hill Education</p> <p>Nair, P.K. R. and Nair, D. V. (2014) <i>Scientific Writing and Communication in Agriculture and Natural Resources</i>. NY, London: Springer.</p> <p>Skern, T. <i>Writing Scientific English: A Workbook</i>. Vienna: WUV, 2011.</p> <p>Youdeowei, A., Stapleton, P. and Obubo, R. <i>Scientific Writing for Agricultural Research Scientists – A Training Resource Manual</i> (2012). Netherlands: CTA.</p> <p>Zobel, J. (2014) <i>Writing for Computer Science</i>. London: Springer.</p>