*Soran University*

Module Specification

**Faculty of Engineering**

**Technical English**

**Second Year, Academic Year 2014-2015**

**1. Module Title:** Technical English

**2. Module Codes:** ENG**201** and ENG**202**

**3. Module Level:** First Class

**4. Module Leader:** Patrick Sweeney

**5. Teaching Semester:** Semester 1: ENG201;

 Semester 2: ENG202

**6. Credit Rating for the module:** ENG201: 2 credits;

 ENG202: 2 credits

**7. Prerequisites and co-requisites**

In order to progress to ENG201, students must have passed both ENG101 and ENG102 in First Year.

Since Technical English modules are designed to support students’ studies in Engineering and Sciences, ENG201 and ENG202 students must also concurrently fulfill the requirements of their main specialism.

**ENG201**

**Summary of ENG201**

ENG201 has as primary mission the advancement of English language skills specific to students’ main field of undergraduate study in Engineering and Science and eventual working environment. In so doing, it aims to consolidate skills learned in the aforementioned two First Year credit courses and develop new skills.

ENG201 integrates the main English Language skills of Writing, Reading, Speaking, Listening and Vocabulary building.

ENG201 is centred on themes that are closely aligned to students’ engineering studies.

**Description, Syllabus and Aims of ENG201**

The themes are namely

**Theme 1**: People and Jobs in Engineering, Sciences, and Oil and Gas Industries; hierarchical organization; roles and responsibilities; work routines.

Extension: careers; job-seeking; CV; covering letter; interview.

**Theme 2**: Procedures at work; safety rules and regulations; following instructions; workplace hazards.

Extension: Reading on an engineering topic.

**Theme 3**: Processes: sequencing events and describing processes of exploration, distillation, refining and laying a pipeline.

Extensions: Writing on a topic related to engineering; lecture/talk.

**Theme 4**: Infrastructure and Equipment: types of rigs; the blowout preventer; the circulation system; pipeline components.

Extension: Reading on an engineering topic.

**Theme 5**: Buildings and building sites.

Extension: solid shapes; hollow shapes; degrees of certainty.

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| --- | --- | --- | --- |
| **Theme 1** | **Function** | **Language**  | **Vocabulary** |
| The organization | Explaining the organization of an oil rig | Word formation | Oil rig jobs |
| Work routines | Describing work routines | Past Simple tense | Time expressions (e.g., around the clock; shift) |
| Transport to worksite | Explaining how to get to work | Prepositional phrases for describing location | Types of transport |

**Theme 2**

|  |  |  |  |
| --- | --- | --- | --- |
| Rules and regulations | Understanding safety rules and regulations | The passive | Offshore rigs |
| Decontamination procedures | Working with SOPs | ‘should’ and ‘must’ | Cleaning and decontaminating |
| Load handling instructions | Following same | ‘if’ + Present Simple + Imperative | Working with loads |
| Hazards  | Describing hazards at place of work | ‘might’ and ‘could’ | Types of hazard |
| **Theme 3** |  |  |  |
| Exploration  | Sequencing events | Sequencers | Oil field formation |
| Distillation  | Describing a process | Talking about temperature | Distillation  |
| Refining  | Presenting a process | The Passive with ‘can’ | Refining |
| Laying a pipeline | Clarifying a process | Correcting | Laying pipelines |
| **Theme 4** |  |  |  |
| Types of rigs  | Comparing | Modifying comparison | Types of oil platforms |
| The blowout preventer | Explaining the function of a piece of equipment | Asking and answering questions about equipment | Types of blowout preventers |
| The circulation system | Explaining components in a system | Prepositions of movement | Oil rig circulation system |
| Pipeline components | Confirming the status of equipment | Contractions | Components of oil and gas pipelines |
| **Theme 5** |  |  |  |
| Buildings/Designs | Comparing;fact sheets | Modifying superlatives | Shapes; architectural vocabulary |
| Sites | Describing appearance | Complex noun phrases | Technical drawing |

**Summary description of assessment items for ENG201**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment type | Description of item | % Weighting | Grading | Tariff | Frequency/Date |
| Homework | 5 items | 10% |  |  | One item every second week |
| Quizzes | 2 quizzes | 30% |  |  | During semester |
| FinalExamination  |  | 60% |  |  | End of semester |

**Summary of ENG202**

202, like 201, is theme based.

**Description, Syllabus and Aims of 202.**

The themes are as follows. There are five themes numbered 6 through 10.

**Theme 6**: Hydrocarbon well facility; its structure and management.

Extension: Reading on a topic related to engineering.

**Theme 7**: Properties of hydrocarbons; storage and transport thereof.

**Theme 8**: Works incidents and their causes and effects; handling spills and contamination; completion of an incident report form.

Extension: Writing on a topic related to engineering.

**Theme 9**: Hydrocarbon markets: supply and demand; how hydrocarbons are traded.

**Theme 10**: Buildings: design flaws and disasters.

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| --- | --- | --- | --- |
| **Theme 6** | **Function** | **Language** | **Vocabulary** |
| In a meeting | Discussing progress | Past Simple and Present Perfect | Oil rig assembly |
| Plans | Explaining plans | Future forms | Schedules and plans |
| Alternative solutions | Outlining alternatives | First conditional | Pipelines and water crossings |
| Presenting your idea | Presenting information | Adverbs | Storage facilities |
| **Theme 7** |  |  |  |
| Oils | The properties of oil | Adjectives; prefixes | Properties of oil |
| Storage | Discussing storage facilities | Compound nouns | Underground storage facilities |
| Contamination control | Explaining problems | Vague language | Pipeline contamination equipment and control |
| Transport of dangerous goods | Following hazmat regulations | Abbreviations | Shipping documents and dangerous goods |
| **Theme 8** |  |  |  |
| Incidents | Explaining what happened | Collocations with ‘fire’ | Fire incidents |
| Equipment problems | Explaining the causes of accidents | Explaining why something happened | Connecting equipment |
| Doing the paperwork | Filling in forms | Telling the time: the 24-hour clock | Accident/Incident reports |
| Cleaning up | Dealing with spills | ‘be supplied’ | Spill kits |
| **Theme 9** |  |  |  |
| The markets | The buying and selling process | ‘on behalf of someone’/’on someone’s behalf’ | Buying and selling natural gas |
| Prices | Pricing and costs | Phrasal verbs | Crude oil pricing and production costs |
| Trends and forecasts | Talking about trends | Presenting visual information: adjectives and adverbs | Graphs and trends |
| Innovation | Discussing a conference program | Using ‘yes’ to agree and disagree | Conference programs |
| **Theme 10** |  |  |  |
| Disasters | Speculating about causes; ‘must’/’may’/’can’t have’ | Technical experts’ phone-in | Damage; structural engineering |
| Investigation | Speculating about the past; ‘should have’/’shouldn’t have’ | Investigative interview | Civil engineering |
| Reports | Report writing | Investigation report; grammar associated with report sections | Report headings |

**Summary description of assessment items for ENG202**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment type | Description of item | Weighting |  |  | Frequency/Date |
| Homework/Writings | 5 items | 10% |  |  | Week 1 through Week 12 |
| Quizzes | 2 quizzes | 30% |  |  | During Semester 2 |
| *Final Examination* |  | *60%* |  |  | *End of Semester 2* |

**Student Portfolio**

The keeping of a **Student Portfolio** begins in ENG201 and is continued in ENG202. The portfolio should have a cover page with name of student, faculty and name of instructor(s). The recording of new **Vocabulary**is an essential part of the portfolio. Each week, the student adds words to the list, listing **the different forms** thereof and writing one of those forms **in a** **sentence**. Here is an example.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| word | definition | synonym/antonym | related words | SENTENCE/mnemonic |
| *to* ***expand*** *(v)* | *to increase in size* | *to contract* | *expansion (n); expansionary (adj)*  | *Most metals* ***expand*** *with temperature.* |
| *beaker (n)* | *a container for liquids used in the lab* |  |  |  |
| *hazardous (adj)* | *dangerous (e.g. easily flammable); could cause an accident* |  | *hazard (n)* | *Driving conditions were hazardous this morning because of ice on the roads.* |
|  |  |  |  |  |

In a separate part of the portfolio, the student describes something he/she read, heard, or watched in English during the week and expresses an opinion. The portfolio also has a cover page and a short piece of preface writing from the student describing his or her current level in English. Students can also store worksheets, homework and other items in portfolio. The portfolio may be graded at end of ENG101 and ENG102, with the different parts given specific weightings.

**Learning Outcomes for ENG201 and ENG202**

On successful completion of these modules students should be able successfully to demonstrate their **understanding and** **knowledge of themes** covered, orally and in writing. In so doing, they should use the vocabulary and language structures used in the themes. Students must show mastery of the above **skills described under** **Function,** **Language** **and** **Vocabulary** **above** both to themselves and to the University by way of continuous assessment and examination. Skills required on completion of modules are as follows.

 **a.** Students should be familiar with the vocabulary involved. In addition, they have to understand the vocabulary of concurrent studies in Engineering and Science, which, if not already covered in the ENG201 and ENG202 themes, will be added to the Portfolio.

**b.** In order to utilize said vocabulary, the student must also have mastered concomitant grammar. Principal grammar points covered or reviewed from 101 and 102:

 (i) Conjugation of verbs in the Present Simple (and when this tense is used); (ii) the Past Simple tense; (iii) Present Passives (specially for Engineering and Science students, e.g. in laboratory experiments); (iv) Past Passives; (v) the Present Continuous (how it is constructed and when it is used)

 **c.** Dictionary/library/study skills:The ENG101 student ought to be able quickly to order words, names of authors, book titles and other items alphabetically and find same in a dictionary, encyclopaedia or reference series.

 In ENG102, students must additionally be able to do library searches by author, book title and topic using library data system. As part of the above, students are given a guided tour of the library and demonstration.

 **d.** Students should be able to read, understand and answer questions of T/F, multiple choice and specific and general form about a text equivalent to the higher intermediate level.

**Structure of ENG201 and ENG202**

**One weekly 2-hour lecture**. Lectures may include **a tutorial component** or be supplemented by same. In the tutorial students receive help with concepts from the lectures or related thereto that they have not fully understood. The tutorial also gives the lecturer a more focused opportunity to assess progress by way of questions put to the students. In time, when facilities at Soran University allow, there may also be **language lab** sessions.

**Bibliography**

The materials for **ENG201** and **ENG202** are being developed in house.

**Authored by** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Validated and Verified by** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_