Welcome to English for Electrical Engineering LSP580

Carina Sjöberg-Hawke carsjobe@chalmers.se
Linda Bradley linda.bradley@chalmers.se

Today's agenda

- Course information
- Introduction of Logic Control-introduction assignment
- Grammar Quiz and EngOnline
- Formal v informal text

COURSE INFORMATION

Communication throughout your programme but…

…the following courses from the Division for Language and Communication:

- **Introduktion LSP300** (Rapportskrivning och presentationsteknik, informationssökning, introduktion till kommande studier, ingenjörsrollen och teknikutveckling.)
- **English LSP580**
- **Technical Communication, LSP127** (Business English)

Aims of course

- to enhance skills from the introductory course providing additional perspectives of English
- to enhance your ability to communicate effectively in English, in speech as well as in writing
- to enhance your ability of reading technical texts such as reports and articles
- to prepare you for structuring and giving professional presentations in English through analysis and input of various document types
- to enable you to use English for academic writing and oral presentations during your studies

This is ESP = English for Specific Purposes

How to achieve them

- Reading articles
- Linguistic studies (grammar)
- Academic report writing
- Presentation practice and discussions
- Peer and teacher response

Schedule

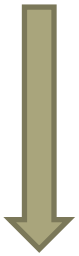
- See schedule/course info document, p.2

https://pingpong.chalmers.se/courseId/6685/node.do?id=2919951&ts=1457519799093&u=1170315047

- Early part of course – preparation of English report by producing an introduction…
- Latter part of course – writing of the English report

Two important (similar) text types

- General report (LSP300 Introduction- Swedish)
- **Mini report of LET085** (English LSP580 - English)



Goals: achieve **appropriate** content, structure and language

- The idea with the assignments: to produce templates for future writing, both in your academic as well as in your professional life

Academic writing elements on the course

- Gathering data
- Summary writing
- Handling of references
- The important introduction
- Academic writing process geared by research questions
- The important conclusion
- Academic writing style

Course links /update

Course homepage at PingPong:

https://pingpong.chalmers.se/courseId/6685/content.do?id=2911248

EngOnline grammar programme:

https://engonline.chalmers.se

Log on with your CID. Choose the group LSP580 English

Exam and Grading /update

The final grade (3-5) is based on the following three, equally weighted parts:

- **quiz/written exam**

(individual task, grades: **≥ 60% = 3, ≥ 75% = 4, ≥ 90% = 5**)

- **final oral presentation**

(group task, grade individually, **grade 3-5** according to presentation criteria)

- **topic assignment**

(group task, **Grade 3-5** according to criteria for report writing)

Course Evaluation + Student Reps

- Course evaluation after the course – essential for course development work

- Student representatives randomly selected for TIELL:

  Benjamin Bornfleth

  Josefine Hjertqvist

  Shahad Lazim

  Zack Vester

- Meeting mid-course + course end

Course expectations

- **Personal commitment** important for the outcome of this course but also for learning activity to take place.
- Therefore, it is vital that you **actively take part** in the course assignments.
- The various assigned **tasks** should, of course, be **completed on time** and you should take the opportunity to make the best of each assignment.

Looking forward to working with you!

Logic Control – **Individual** introduction assignment

Assigment Process

1. Find and read relevant material online about the Logic Control concept.
2. Select **at least** 3 sources for your text.
3. Written task: write an introduction to the topic Logic Control in two paragraphs. Back up statements in your text with the sources you have found (hand-in latest 29 April)
4. Spoken task: present findings from your sources (3-min presentation 26th April)

- See p.4 of schedule and course info document for more information (Session 3 further related details)

Why write an introduction?

Learning outcomes

- Selecting key information from relevant sources
- Process leading up to writing an introduction
- Summarizing information in your own words

Grammar Input

Grammar Quiz

- 12 April 10:15-12:00
- 80 multiple choice items, i.e. find the one RIGHT answer
- Purpose is to see where you are and how much grammar you need

- To pass the Grammar Quiz, you must achieve
  - 60p or more: ≥ 60p = 3, ≥ 75p = 4, ≥ 90p = 5
- If the results are below 60p, or over but you would like the chance to improve, there is the exam at the end of the course (30 May) with the same setting as the Grammar Quiz.
- See p.8 in schedule and course information document for more info
- Sample exam on EngOnline, link in Pingpong (see next slide)

Grammar in course

- Starting after session 4, every week a progress check to complete in Pingpong before each class + reflection (final question)
- Discussion of these points week after

EngOnline - a web-based grammar tool

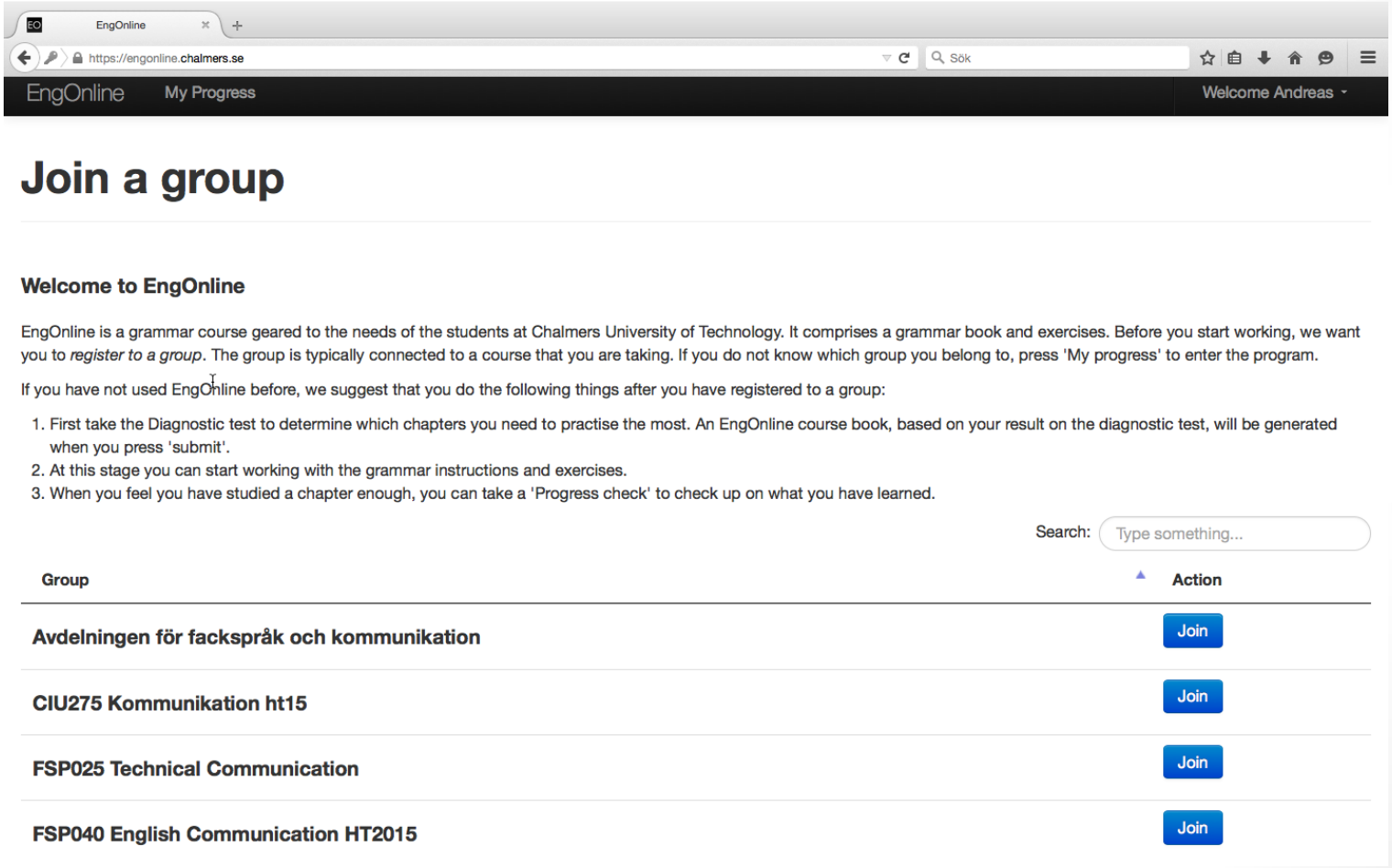
https://engonline.chalmers.se

- Gives you the opportunity to practice grammar on the web

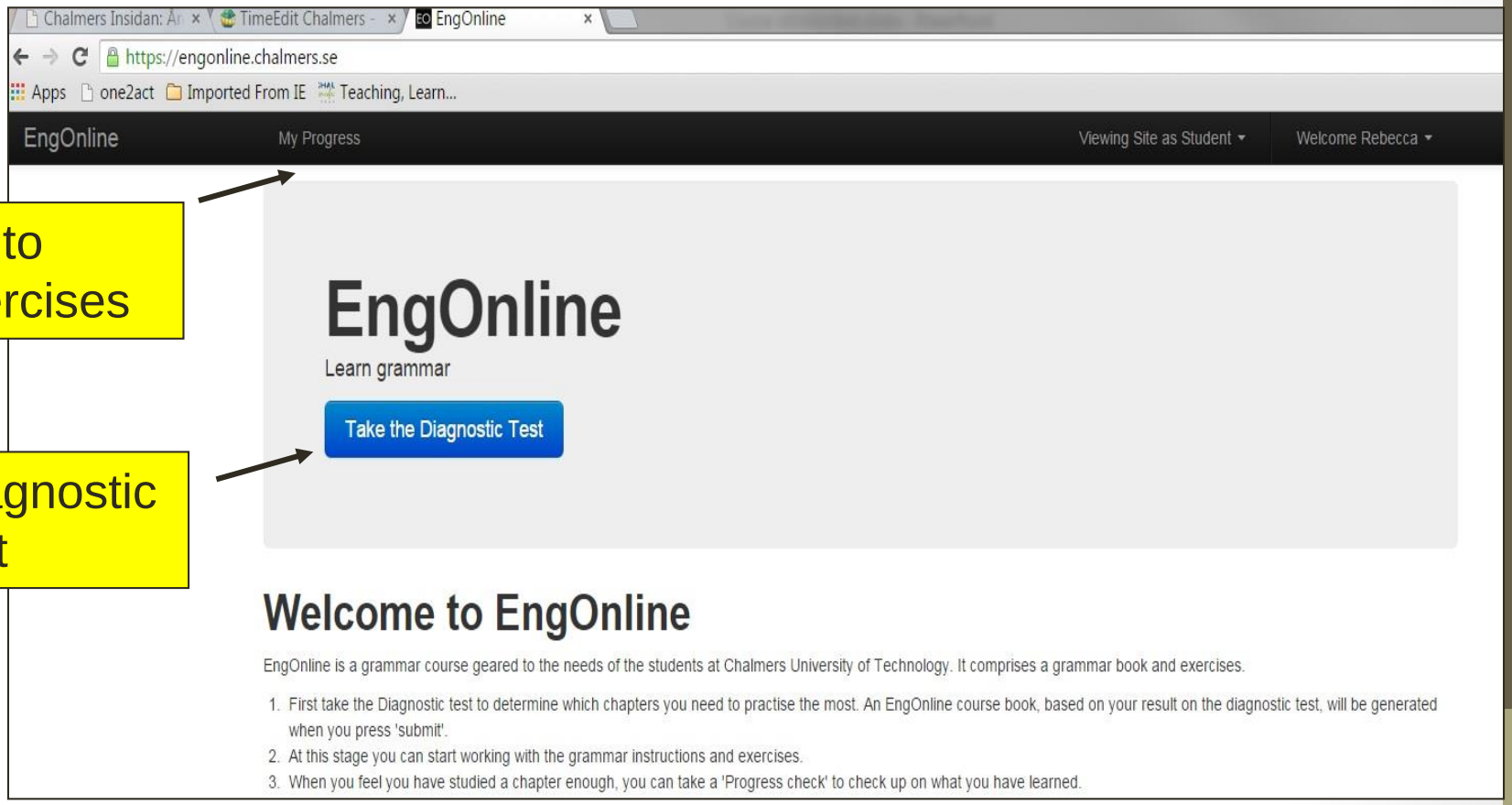
Log on using your CID

- Register to the course “EngOnline”
- Register to the group “LSP580 English”
- Use the grammar instructions
- Practise by doing the exercises
- Test your level by taking a “progress check”

Join the group LSP580



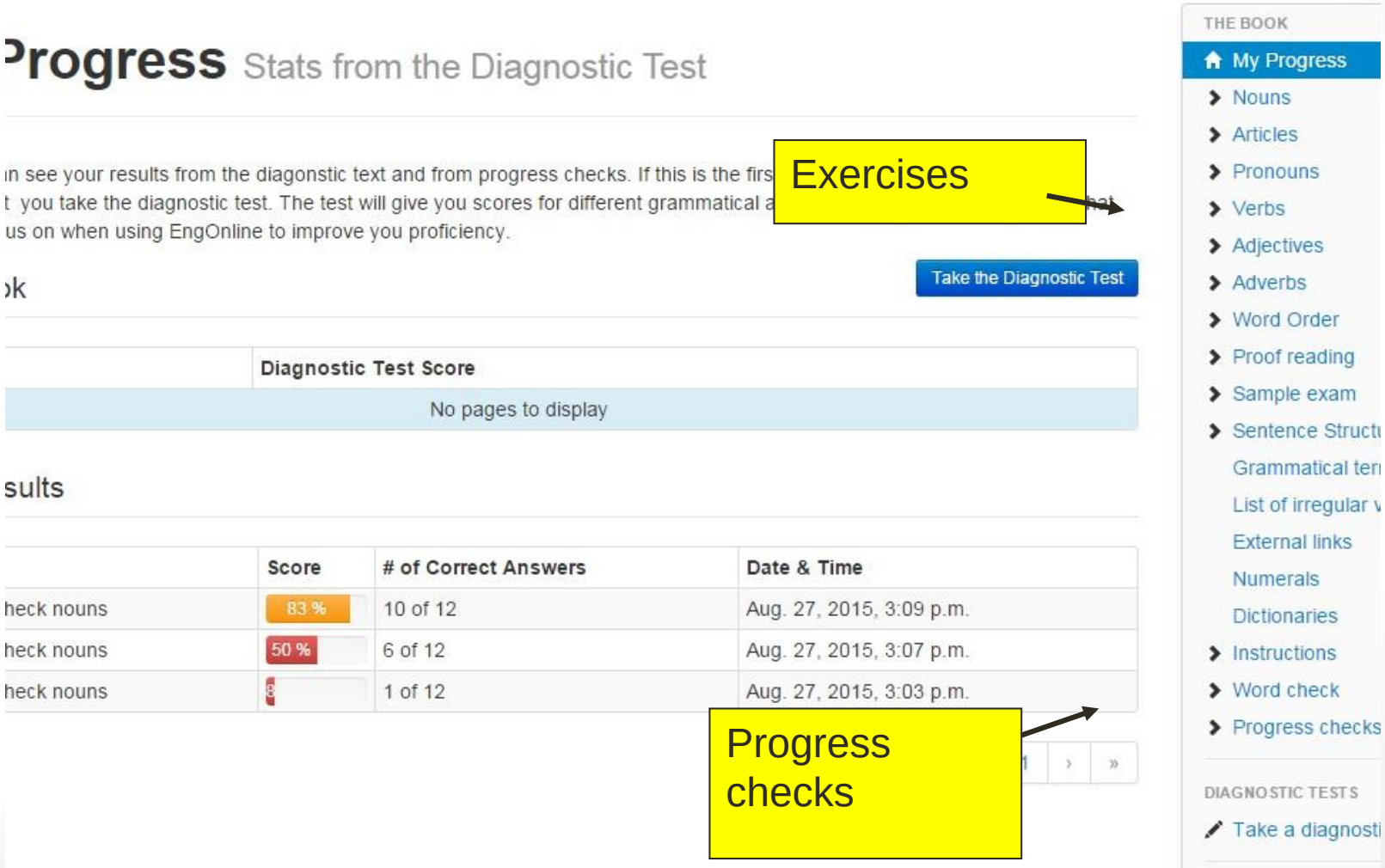
Take the diagnostic test or go to exercises via My Progress



Go to exercises

Diagnostic test

Work on exercises and /or take a progress check

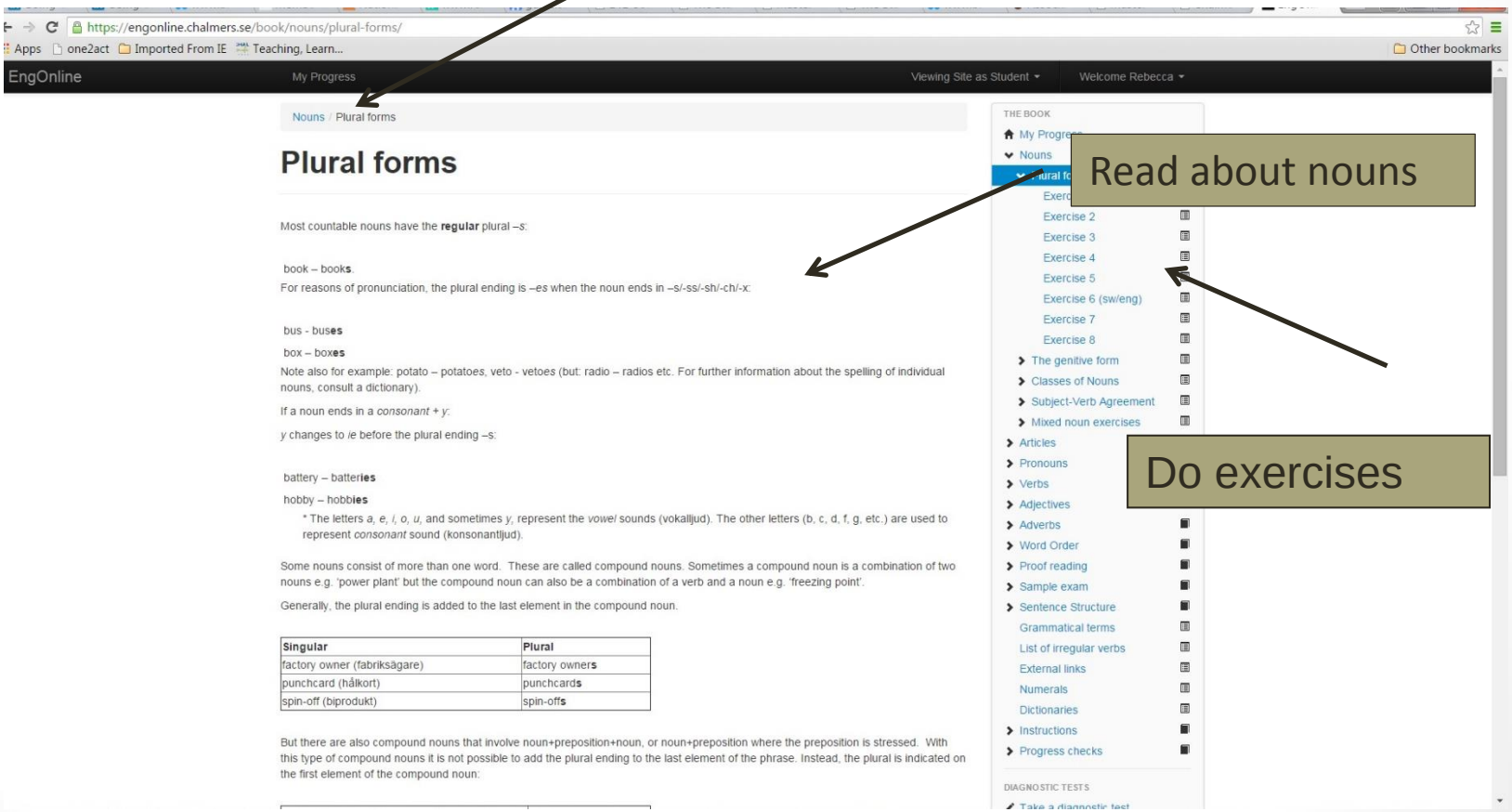


Get a result for your nouns

- Green = good!
- Yellow = acceptable, but more practice is needed
- Red = more practice is necessary

Procedure

Choose a grammar section to begin with, e.g. Nouns.



Formal/Informal

Two important definitions

Style

noun (Way)

- "the style of language, grammar, and words used for particular situations" (2016)

Register

noun (Language Style)

- "a way of doing something, especially one that is typical of a person, group of people, place, or period" (2016)

Analysis – two texts

- Look over the two texts
  - What are they about?
  - How are they different?

- Scan through the Dunn article again
  - Find at least 5 elements in the article that makes it informal
  - Discuss findings with a peer
  - What would make it formal?

  (use the other text as a comparison reference)

Important aspects of formality

- not just words and phrases
  - also, punctuation
  - structure too (sentences and paragraphs)
  - layout
- additionally: connotation/denotation

❖formal/informal table – available in Documents on PingPong

Next

- Prepare for quiz on 12th April (you don't need to sign up for it, just turn up!)
- Do quiz.
- Start looking for information for Logic control-introduction assignment (connected input and discussion Session 3, 19th April).

References

- Register *noun* (Language Style) (2016) In *Cambridge Dictionaries Online.* Retrieved March 15, 2016, from http://dictionary.cambridge.org/dictionary/english/register#british-1-2-2
- Style *noun* (Way) (2016) In *Cambridge Dictionaries Online.* Retrieved March 15, 2016, from http://dictionary.cambridge.org/dictionary/english/style#british-1-1-1