Engineering Tripos Part IIB, 4M2: German, 2017-18

Leader

Mr A Bleistein [1]

Timing and Structure

Lent term. Course given at Intermediate and Advanced Levels; Assessment: 100% coursework

Prerequisites

German at Middle Intermediate Level or higher

Objectives

As specific objectives, by the end of the course students should be able to:

- Be confident in communicating in the target language, especially in a work-related situation, as well as explaining and defending their opinion about specific issues and problems
- use the language as a tool to improve their understanding of technology, society and culture
- analyse a topic/an issue presented in German language, compare all the elements at play, synthesise the major points and make a balanced judgement

Content

This module will significantly enhance students’ receptive language skills so that, at the end of this course, students will be able to follow lectures and presentations in their subject area held in German as well as participate actively in question-and-answer sessions on engineering-related topics. By regular training and application of specific productive/expressive language skills, they will further improve their ability to take part in discussions of both general and engineering-related issues. Students will especially receive instruction/training in the delivery of presentations in German to prepare them for participation in international symposiums in German-speaking countries.

Particular emphasis will be put on:

- the creation of an understanding of the framework of German Engineering
- development of engineering-related language use and terminology
- following and summarizing, as well as preparing and delivering, a lecture in a foreign language

7 Lectures (various speakers) + 7 seminars (Alexander Bleistein)

1. The Educational System of Germany
2. The Political System of Germany
3. 3 - 7 Engineering/Research-Presentations in German (4 Lectures)

This provisional course plan is subject to change.

Seminars
Associated with each lecture will be a one-hour seminar. This may be held before the lecture for preparation, or following the lecture for discussion purposes.

Support will be given with the following language related competences if necessary:

- How to follow, take notes and summarize a lecture in German
- How to give an oral presentation in German
- Engineering related language

Further notes

A list of this year’s module talks will be available at [http://www.eng.cam.ac.uk/teaching/language/module-lectures.htm](http://www.eng.cam.ac.uk/teaching/language/module-lectures.htm) [2]

Coursework

The students will prepare 3 major pieces of coursework:

- Two written reports (30% each)
- Oral presentation (40%)
- The assignments will be marked for both language and content (50% language, 50% content)

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<tr>
<th>Coursework activity #1 Report</th>
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<tr>
<td>A structured report of 700 words in German</td>
<td>Individual Non-anonymously marked</td>
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<td>Learning objective:</td>
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<td>• Analyse, synthesise and/or critically evaluate a topic presented and discussed in class (topic related to science, technology or the culture of the German-speaking world)</td>
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<th>Coursework activity #2 Report</th>
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<th>Coursework activity #3 Oral presentation</th>
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<tr>
<td>A structured oral presentation in German (10-15 minutes followed by questions)</td>
<td>Individual followed by questions Non-anonymously marked</td>
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<td>Learning objective:</td>
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### Examination Guidelines

Please refer to [Form & conduct of the examinations](http://teaching.eng.cam.ac.uk/content/form-conduct-examinations) [3].

### UK-SPEC

The [UK Standard for Professional Engineering Competence (UK-SPEC)](http://www.engc.org.uk/ukspec.aspx) [4] describes the requirements that have to be met in order to become a Chartered Engineer, and gives examples of ways of doing this.

UK-SPEC is published by the Engineering Council on behalf of the UK engineering profession. The standard has been developed, and is regularly updated, by panels representing professional engineering institutions, employers and engineering educators. Of particular relevance here is the [‘Accreditation of Higher Education Programmes’ (AHEP) document](http://www.engc.org.uk/standards-guidance/standards/accreditation-of-higher-education-programmes-ahep/) [5] which sets out the standard for degree accreditation.

The [Output Standards Matrices](http://teaching.eng.cam.ac.uk/content/output-standards-matrices) [6] indicate where each of the Output Criteria as specified in the AHEP 3rd edition document is addressed within the Engineering and Manufacturing Engineering Triposes.

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**Links**

- [mailto:ab2404@cam.ac.uk](mailto:ab2404@cam.ac.uk)
- [http://www.eng.cam.ac.uk/teaching/language/module-lectures.htm](http://www.eng.cam.ac.uk/teaching/language/module-lectures.htm)
- [http://teaching.eng.cam.ac.uk/content/form-conduct-examinations](http://teaching.eng.cam.ac.uk/content/form-conduct-examinations)
- [http://teaching.eng.cam.ac.uk/content/output-standards-matrices](http://teaching.eng.cam.ac.uk/content/output-standards-matrices)