Engineering Tripos Part IIB, 4M3: Spanish, 2017-18

Leader

Mr S Bianchi [1]

Lecturer

Mr S Bianchi

Timing and Structure

Michaelmas Term. Course given at Intermediate and Advanced Levels; 7 lectures + 7 seminars + coursework
Assessment Coursework / 3 Tasks: 2 written reports, 1 oral presentation / End of week 3 (30%), end of week 5 (30%), end of week 8 (40%)

Prerequisites

Spanish at Intermediate Level

Aims

The aims of the course are to:

- To advance understanding in Hispanic science and technology, society and culture.
- To enable all students to consolidate their listening skills and practise their speaking skills in class, while particular emphasis will be put on reading and writing skills outside the class.

Objectives

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

- be confident in speaking/reading/writing whether in a general or work-related situation;
- use the language as a tool to improve understanding of technology, society and culture;
- analyse a topic/an issue in depth, compare all the elements at play, synthesise the major points and make a balanced judgement.

Content

Seminars (7 Lectures, various speakers, subject to changes)

- La historia de la ciencia y la ingeniería en el Mundo Hispano: desde el pasado precolombino hasta el presente.
- Principales avances tecnológicos y su impacto en España.
- La ingeniería y la tecnología en aplicación en la vasta Hispanoamérica.
- La industria tecnológica y sus desafíos en el Mundo Hispano.
- Cómo pueden aplicarse las investigaciones a las necesidades de los países hispanos
- La educación y la ciencia en España.
- Una proyección hacia el futuro
Material to be announced in lectures.

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

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.

Coursework

The students will prepare 3 major pieces of coursework:

<table>
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<tr>
<th>Coursework activity #1 Report</th>
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<tr>
<td>A structured report of 900 words in the target language.</td>
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</table>

Learning objective:

- Analyse, synthesise and/or critically evaluate a topic presented and discussed in class (topic related to science, technology or the culture of the Spanish-speaking world)
- Express ideas in a logical and articulate manner using a range of structures and expressions appropriate to the task and expected at the level of proficiency in the target language

<table>
<thead>
<tr>
<th>Coursework activity #2 Report</th>
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<tr>
<td>A structured report of 900 words in the target language.</td>
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Learning objective:

- Analyse, synthesise and/or critically evaluate a topic presented and discussed in class (topic related science, technology or the culture of the Spanish-speaking world)
- Express ideas in a logical and articulate manner using a range of structures and expressions appropriate to the task and expected at the level of proficiency in the target language

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<tr>
<th>Coursework activity #3 Oral presentation</th>
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<td>A structured oral presentation (10-15 minutes followed by questions)</td>
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Learning objective:

- Analyse, synthesise and/or critically evaluate a topic presented and discussed in class (a topic related to science, technology or the culture of the Spanish-speaking world)
- Express ideas in a logical and articulate manner using a range of structures and expressions appropriate to the task and expected at the level of proficiency in the target language
Examination Guidelines

Please refer to Form & conduct of the examinations [3].

UK-SPEC

The UK Standard for Professional Engineering Competence (UK-SPEC) [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 [5] which sets out the standard for degree accreditation.

The 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
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