

Tárgytematika / Course Description

Technical Reading and Writing

AJNB_JFTA016**Tárgyfelelős neve /****Teacher's name:** dr. Feszty Dániel**Félév / Semester:** 2024/25/1**Beszámolási forma /****Assesment:** Folyamatos számonkérés**Tárgy heti óraszám /****Teaching hours(week):** 1/1/0**Tárgy féléves óraszám /****Teaching hours(sem.):** 0/0/0

OKTATÁS CÉLJA / AIM OF THE COURSE

The aim of the subject/course is to enable the students to communicate their knowledge in the field of their studies in a clear and unequivocal way to graphically represent their knowledge, to interpret and analyze professional content created by others, to seek resources on a professional topic and to think critically about it.

TANTÁRGY TARTALMA / DESCRIPTION

Within the subject there will be project tasks to be completed by the students. In order to be able to complete these projects the students will be provided the required theoretical knowledge through modules so called Atoms. These are the following:

Atoms:

- Resource analysis, searching for and using relevant sources in the field of vehicle engineering - the ability to search for and use the relevant sources, the ability to process the information of the professional literature; the student is able to use technical terms in field of engineering, to integrate the terms into context, to interpret and reproduce the figures, tables and graphics in the professional text, to process information acquired through his own experience
- "Critical thinking" - a critical, interpretive examination of contradictory information from different sources - the student is able to interpret professional material, take a stand on it and corroborate his / her opinion with relevant, relevant, evidence-based data; in a professional dispute, he is able to defend his opinion
- Reading and understanding legislations/regulations - the ability to navigate in relevant legislation at the national and EU level, the ability to interpret the legislation
- Acquisition of technical terms, vocabulary

Writing:

- Academic writing: structure of content, stylistic expectations, formal frameworks, citation, plagiarism - the student can meet the requirements of scientific work
- Technical writing: appropriate design of the structure and content of the report to be included in the portfolio related to capstone projects - ability to prepare a professionally relevant technical report
- The ability to carry out studies in accordance with international scientific standards
- Preparation of relevant, specific, technical text
- Ability to create a short summary of complex, voluminous professional texts - analysis of the data,

preparation of a summary
- "Pure technical wording", clear communication

Projects:

- Literature review (Benchmarking in Totalcar level)
- Correction of poorly formatted text
- Search for resources on a specific topic
- Independent text writing (short essay, "mini thesis")
- Distinguishing fake news from real news
- Preparation of a technical report along portfolio assessment criteria

SZÁMONKÉRÉSI ÉS ÉRTÉKELÉSI RENDSZERE / ASSESMENT'S METHOD

Evaluation will take place as follows: written or oral assessment of atoms (50%) AND class and project participation (50%).

Written or oral assessment of atoms (50%): will evaluate students' knowledge related to the course material. The assessment takes place throughout the semester.

Class and project participation (50%):

- Class participation (20%) will be evaluated based on presence and the quality of questions and comments during class time. Throughout the semester at least three (3) substantive questions are expected from each student during class or consultation time
- Successful completion of project work related to the course throughout the semester (30%)

Assessment is performed on a scale of five grades. Grades will be determined as follows:

0-51% fail,
52-61% passable,
62-71% satisfactory,
72-81% good,
82-100% excellent.

KÖTELEZŐ IRODALOM / OBLIGATORY MATERIAL

Jordan, R.R. (2002). English for academic purposes: a guide and resource book for teachers, Cambridge University Press.

Kasper, L.F. (2000). Content-based college ESL instruction, Mahwah, N.J., Lawrence Erlbaum Associates.

Sharples, M. (1999). How we write: Writing as creative design. Psychology Press.

Day, R. A. (1998). How to write and publish scientific papers.

Pally, M. (1999). Sustained content-based teaching for academic skills development in ESL/EFL. Paper presented at the 33rd Annual Meeting of the TESOL, New York, March 9-13, 1999.

AJÁNLOTT IRODALOM / RECOMMENDED MATERIAL

