



Aalto University

LC-1317 Integrated Project Communication for MSc Students (o+w, 3 cr) Periods I-II

*Introduction of the course
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What comes to your mind about English?

Gotta get the credits

Overpowering other languages

I used to hate my English teacher

I already know it, waste of
time to take the course

Really like using English

AI

Useful communication tool

Online
materials

???

"To speak another language is to possess a second soul."

Charlemagne

Two countries/areas may be separated by one language.

**Modified from what is said to be a
quote by George Bernard Shaw**

What about the course?

From Sisu:

Learning outcomes

Upon completion of the course, the students will be able to

- recognize the necessary strategies and elements to enhance clarity and audience-friendliness in both oral and written (academic) communication
- apply these strategies and elements effectively in communication with diverse audiences and in diverse teams
- distinguish between formal and informal styles of communication and vary the style according to both the diverse target audience as well as the medium used
- apply a writing process to the production of project documents, such as a project plan, report, or review

Course continued

Content

The course aims to raise students' awareness of **small-group communication** through the introduction of theories and strategies that facilitate **working in a diverse setting**. Students apply knowledge gained in the course while **participating in teamwork**. The course covers an introduction to communication skills in **task-oriented small-group meetings** as well as factors that can affect communication in **culturally diverse groups**. In addition, it covers ways to approach **writing project documents**, and strategies for planning and being a **confident debater** and **discussion leader**.

Working Life Skills: Know-how related to own field of studies, knowledge of research in own field, skills in foreign languages, skills related to working in international environment, information retrieval skills, written communication, oral communication, teamwork skills, self-awareness, critical thinking skills, analytical, life-long learning skills, self-confidence, and time management.

Course continued

3 credits = 81 hours of work (1 credit = 27 hours)

Recommendation: keep tabs on your time!

Class time = 34 hours \Rightarrow $81 - 34 \Rightarrow 34 \times 2 = 68$

$81 - 68 = 13$ not many hours outside the class time, so be there or b

| Component ↓ | Grade → | 5 | 4 | 3 | 2 | 1 |
|----------------------|--------------|---|---|--|---|--|
| Communication | | Always communicates any course-related issues as necessary | Communicates almost always any course-related matters as necessary. | Communicates often about presence and other course-related matters as necessary. | Communication is sporadic with uncertainty in the recipient side. | Never or hardly ever communicates either in class or online. (e.g., absences/late work/etc.) |
| Discussion | | Highly active participation in discussions whether as a leader or a participant. Supports in activation of group members to join in the discussion. | Highly active participation in discussions as a leader and a participant. | Active participation in discussions as a leader and a participant. | Activity level not sufficient in the discussions, both as a leader and as a participant. | Activity level leaves a lot to be desired in the discussions, both as a leader and as a participant. |
| Assignments | | Assignments always returned on or before due date with very high level of work obvious in them. | Assignments returned on or before due date with high level of work in them. | Assignments returned often on or before due date with sufficient level of work in them. | Assignments often returned late and the level of work not at sufficient level. | Assignments are not returned without reminding, level of work being low. |
| | Draft | Returned on or before due date. The text is coherent and cohesive with minor errors. | Returned on or before due date. The text is mostly coherent and cohesive with some errors. | Returned late: reduction to the grade by percentages (-5%/day). If very late, no feedback given. | Returned late and/or text lacks in coherence as well as cohesion. Many technical errors. | Returned late and/or text is incomplete with major errors. |
| | Final | Returned on or before due date with changes made according to the feedback received. | Returned on or before due date with changes made according to the feedback received. | Returned late: reduction to the grade by percentages (-5%/day). Feedback used for revisions. | Returned late and/or feedback not used for revisions. | Returned late and/or feedback not used for revisions. |
| Participation | | Always present (absent only with solid reason and not beyond the 80% required presence). Participates very actively in any class activities <i>F2F or online</i> . | Almost always present (absent only with solid reason and not beyond the 80% required presence). Participates actively in any class activities <i>F2F or online</i> . | Present mostly, if absent more than the allowed 20% of class meetings, compensates for this with extra assignments (note: this requires extra work from the teacher as well) | Exceeds 20% absenteeism (even with a valid reason) and does not compensate this sufficiently. | Exceeds 20% absenteeism without a valid reason and does not compensate this. |
| Activity | | Always highly active in all class activities (<i>both online and F2F</i>) and supports others in this as well. Apparent interest in the course and its activities. | Almost always highly active in all class activities (<i>both online and F2F</i>) and often supports others in this as well. Interest is not as apparent as in grade 5. | Active in all class activities. | Not active in class activities. | Not active in class activities. |

What does it mean for the English course to be integrated with a parent course/program?



Wikimedia commons

The majority of content in the English course is based on what you do in the parent course/program

No need to re-invent major tasks: whatever the parent course tasks are (report, presentation(s)), the activities in the English course support on developing those.

Although you have to work on your own as well, we have class time dedicated to draft revisions, presentation rehearsals, etc.



Schedule

| Date & Time, room 410b | Topic | Tasks Due |
|-------------------------------|---|---|
| September 23 at 14-16 | Introductions and practical matters Connecting with others Psychological safety Teamwork | Prepare to introduce yourself |
| September 30 at 14-16 | Writing workshop: style, cohesion, coherence through textual analysis (reading strategies, note-taking) | Bring a text (a link to it/a file online) related to your field that you will want to work with (i.e., interesting enough) |
| October 7 at 14-16 | Writing workshop: Focus on reports | Preparing for the information gathering during excursion |
| October 16 | No class, exam week | |
| October 23 | No class, field experience | |
| October 30 at 12.30 - 16 | Small group discussions | Topics related to your report topics |
| November 6 at 12.30 – 16 | Small group discussions Team meetings | Topics related to your report topics Individual parts of the reports due in MyCourses! |
| November 13 at 12.30 – 16 | Pop-up speeches Presentation workshop | Report drafts – peer review, be ready to share your reports with another team. Due November 12 in MyCourses! |
| November 20 at 12.30 – 16 | Presentation workshop | Outline / draft ready (based on your report) |
| November 27 at 12.30 – 16 | Presentation rehearsals | As final a version of your presentation as possible |
| December 4 at 14 – 16 U141 | Final Presentations | Recorded |
| December 9 | Final reports and internal assessment reports due | |

Questions / Comments ?

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