Morgane AUGRIS

Présentation du cours

Présentation du cours

- Déroulé du TD de L3 S5 L.V. Anglais
- Bibliographie
- Modalités de contrôle des connaissances
- Introduction

Présentation du cours

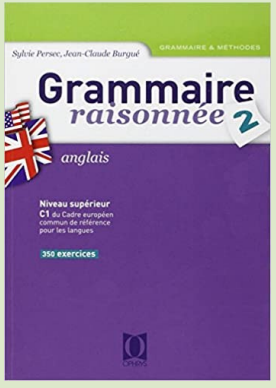
- **Déroulé du TD de L3 L.V. Anglais**
  - Contact : morgane.augris@univ-orleans.fr
  - Descriptif du cours

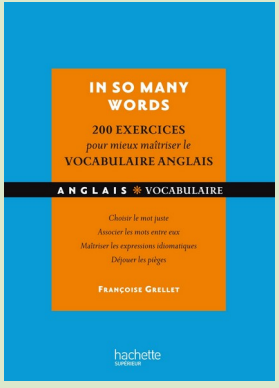
Absences

- La présence au TD est obligatoire.
- Appel toutes les semaines.
- En cas d'absence justifiée, vous disposez de 5 jours pour transmettre le motif ou le certificat.
- À partir de 20 % d'absence au TD, vous serez considéré comme ABI.

Présentation du cours

- **Bibliographie**





Célène :
« Anglais maths Semestre 5 » ou « Anglais Physique Semestre 5 »
Bas de page : TD AUGRIS

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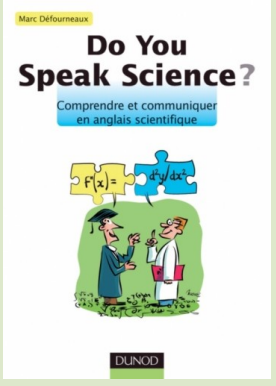
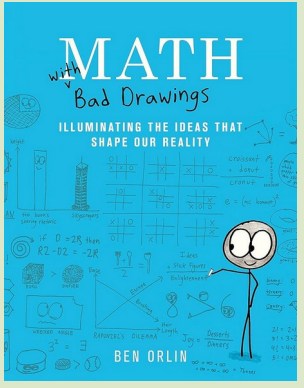
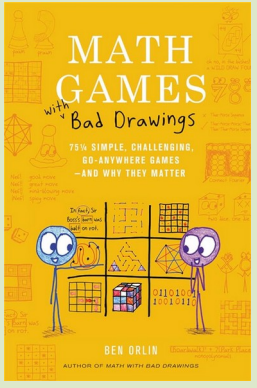
- **Bibliographie**







Célène :
« Anglais maths Semestre 5 » ou « Anglais Physique Semestre 5 »
Bas de page : TD AUGRIS

L3 S5 L.V. Anglais (maths-physique)

Morgane AUGRIS

Groupe verbal :

1. Oubli du -s à la troisième personne du singulier du présent (forme simple et formes auxiliées), ainsi que tout autre erreur de conjugaison de base (**you is*)
2. Les verbes irréguliers
3. Les constructions auxiliées, en particulier *have + en*, *be + ing*, *be + en*
4. Forme du verbe après un auxiliaire de modalité

Groupe nominal :

1. Les adjectifs : invariables et placés avant le nom qu'ils qualifient
2. "article zéro" (= pas d'article) devant les noms "abstraits" (*life*, *death*, *nature*...) et les noms propres, y compris accompagnés d'un titre
3. Les noms à pluriel irrégulier (*teeth*, *children*...)
4. Les pronoms : respecter l'accord en genre et en nombre avec l'antécédent

Syntaxe :

1. Construction des phrases négatives
2. Construction des questions, directes et indirectes
3. Ordre Verbe-Objet-Adverbe dans la phrase simple (ex : *He likes coffee very much*)

NB : La présence dans une copie de trois erreurs dans ces rubriques entraîne une baisse de 20% de la note globale.

Présentation du cours

- **Modalités de contrôle des connaissances**

Modalités de contrôle des connaissances :
Contrôle continu
***Etudiants régime général :**
1 devoir de CC1 (séance 6 – écrit) : 50 %
1 devoir de CC2 (séances 7 et 8 – oral – présence obligatoire) : 50 %
***Etudiants régime spécial :**
1 examen terminal (écrit 1h30 – fin du semestre)

Les notes ne se négocient pas.

Introduction

Introduction

INSIGHTS

Heart cells form new blood vessels *p. 28*

Earthquake-triggered eruptions *p. 39*

LETTERS *Edited by* **Jennifer Sills**

Science ethics: Young scientists speak

What is the most challenging ethical question facing young investigators in your field? How should it be addressed? In April, we asked young scientists to tell us their thoughts.

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Paratext

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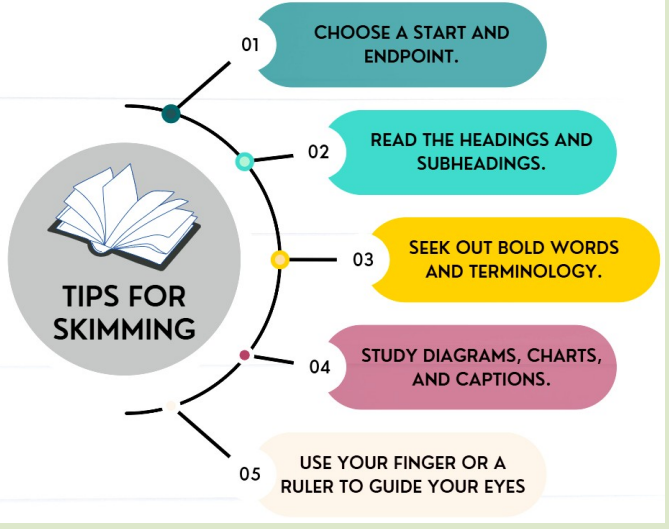
Reading Skills

1. Paratext
2. Skimming and Scanning:

"**Scanning** is reading a text quickly in order to find specific information, e.g. figures or names.
It can be contrasted with **skimming**, which is reading quickly to get a general idea of meaning"
(British Council)

3. Synthetic note-taking.
4. Data processing: collecting, manipulating and translating data into usable information.

Introduction



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LETTERS *Edited by* **Jennifer Sills**

Science ethics: Young scientists speak

What is the most challenging ethical question facing young investigators in your field? How should it be addressed? In April, we asked young scientists to tell us their thoughts. A sample of their responses can be found below. To allow for as many voices as possible, in some cases we have printed excerpts of longer submissions (indicated by ellipses) and lightly copyedited original text for clarity. To read the complete versions, as well as many more, go to http://scim.ag/NextGen11Results. Follow *Science*'s NextGen VOICES survey on Twitter with the hashtag #NextGenSci.

NEXTGEN VOICES

MEDIA COMMUNICATION about stem cell research, nanotechnology, and other novel medical biotechnologies often fuels public expectations for imminent health applications. The pace of science, however, is often incremental and falls short of hopes. Information that promotes optimism is necessary to attain public support and mobilize science, but poorly informed hope leads to disappointment, despair, and distrust. Compounding these challenges is the impact that hype can have on policy agendas, with a premature focus on translation at the cost of basic science. A key ethical question, therefore, is: How ought we communicate about the promise of novel biotechnologies with the aim of catalyzing public support while avoiding hype? Social responsibility in science communication is the answer. Media should strive for accurate reporting, accounting for the scientific merits and caveats of research. Likewise, scientists communicating with the media about their research should highlight both roadblocks and progress.

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Célène: Use your reading skills to discover what the theme of the semester will be as you thread your way among 15 interviewees.

Your goal is to quickly get a sense of what each is talking about (**skimming**), to see if there are repetitions with other interviewees (**scanning**).

The theme we are going to deal with this semester is mentioned twice in the article.

What is your hypothesis?
Try and be the quickest to give an answer.

Science Communication

MEDIA COMMUNICATION about stem cell research, nanotechnology, and other novel medical biotechnologies often fuels public expectations for imminent health applications. The pace of science, however, is often incremental and falls short of hopes. Information that promotes optimism is necessary to attain public support and mobilize science, but poorly informed hope leads to disappointment, despair, and distrust. Compounding these challenges is the impact that hype can have on policy agendas, with a premature focus on translation at the cost of basic science. A key ethical question, therefore, is: How ought we communicate about the promise of novel biotechnologies with the aim of catalyzing public support while avoiding hype? Social responsibility in science communication is the answer. Media should strive for accurate reporting, accounting for the scientific merits and caveats of research. Likewise, scientists communicating with the media about their research should highlight both roadblocks and progress.

...MEDICINE IS INCREASingly becoming too complicated for many individuals to understand. It is beginning to surpass the ability of patients to make informed decisions, especially around new emerging biotechnologies such as stem cell interventions and genome sequencing. The burden is increasing on our new generation of young investigators to disseminate increasingly complex science to the community; however, there is no formal training offered in this endeavor. We need to educate new scientists and clinicians about these aspects of knowledge translation, as well as the public about medical tests and procedures, so that patients can truly become empowered to make informed decisions.

Karen J. Jacob

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Science Communication

"Open Science"

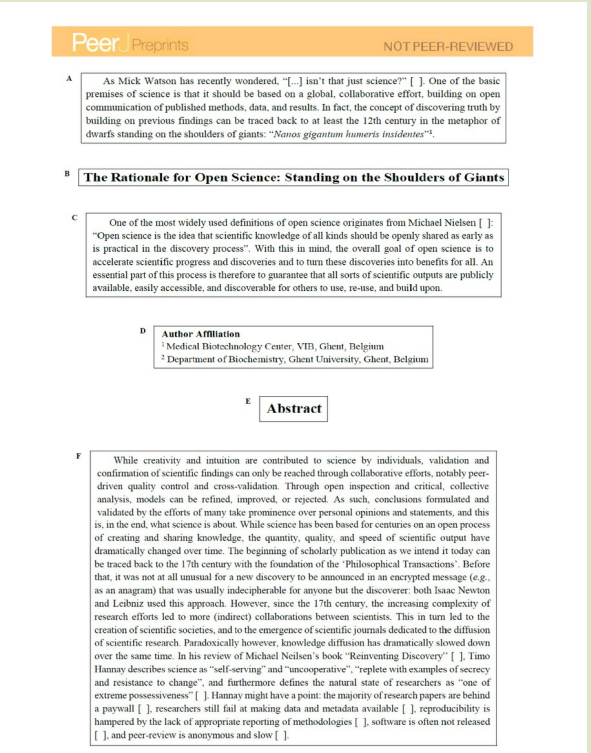
"Popularizing Science"

Science Communication

"Open Science"

"Popularizing Science"

Do you speak Open Science ?



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A As Mick Watson has recently wondered, "[...] isn't that just science?" [ ]. One of the basic premises of science is that it should be based on a global, collaborative effort, building on open communication of published methods, data, and results. In fact, the concept of discovering truth by building on previous findings can be traced back to at least the 12th century in the metaphor of dwarfs standing on the shoulders of giants: "*Nanos gigantum humeris insidentes*"[1].

B **The Rationale for Open Science: Standing on the Shoulders of Giants**

C One of the most widely used definitions of open science originates from Michael Nielsen [ ]: "Open science is the idea that scientific knowledge of all kinds should be openly shared as early as is practical in the discovery process". With this in mind, the overall goal of open science is to accelerate scientific progress and discoveries and to turn these discoveries into benefits for all. An essential part of this process is therefore to guarantee that all sorts of scientific outputs are publicly available, easily accessible, and discoverable for others to use, re-use, and build upon.

D **Author Affiliation**
[1] Medical Biotechnology Center, VIB, Ghent, Belgium
[2] Department of Biochemistry, Ghent University, Ghent, Belgium

E **Abstract**

F While creativity and intuition are contributed to science by individuals, validation and confirmation of scientific findings can only be reached through collaborative efforts, notably peer-driven quality control and cross-validation. Through open inspection and critical, collective analysis, models can be refined, improved, or rejected. As such, conclusions formulated and validated by the efforts of many take prominence over personal opinions and statements, and this is, in the end, what science is about. While science has been based for centuries on an open process of creating and sharing knowledge, the quantity, quality, and speed of scientific output have dramatically changed over time. The beginning of scholarly publication as we intend it today can be traced back to the 17th century with the foundation of the 'Philosophical Transactions'. Before that, it was not at all unusual for a new discovery to be announced in an encrypted message (*e.g.*, as an anagram) that was usually indecipherable for anyone but the discoverer: both Isaac Newton and Leibniz used this approach. However, since the 17th century, the increasing complexity of research efforts led to more (indirect) collaborations between scientists. This in turn led to the creation of scientific societies, and to the emergence of scientific journals dedicated to the diffusion of scientific research. Paradoxically however, knowledge diffusion has dramatically slowed down over the same time. In his review of Michael Neilsen's book "Reinventing Discovery" [ ], Timo Hannay describes science as "self-serving" and "uncooperative", "replete with examples of secrecy and resistance to change", and furthermore defines the natural state of researchers as "one of extreme possessiveness" [ ]. Hannay might have a point: the majority of research papers are behind a paywall [ ], researchers still fail at making data and metadata available [ ], reproducibility is hampered by the lack of appropriate reporting of methodologies [ ], software is often not released [ ], and peer-review is anonymous and slow [ ].

Reading Skills

1. Following a logical progression

2. Spotting the presentation and structure of a scientific article

> Put back in the right order the introduction of the scientific article "Do you speak open science?." As you do so, highlight the clues accounting for your choices.

(G; H; D; E; I; B; C; A; F; L; J + footnote K)

Lesson Plan

"Science Fiction(s)"

1. Introduction
2. Science (Or) Fiction: the science behind fiction
3. Science turns out to be a fiction: myths, misconceptions and hoaxes
4. Story-telling in sociable science
5. The creativity of a poetic science
6. Written exam
7. Oral presentations
8. Oral presentations

Go further :

Useful phrases & vocabulary

- *scientific research = la recherche (PAS DE DÉTERMINANT, notion abstraite)*
- *scientific endeavour = la recherche scientifique*
- *a field of inquiry = un domaine de réfexion intellectuelle*
- *a scientist (nom) = un scientifique*
- *to be confined to an ivory tower = être enfermé dans sa tour d'ivoire*
- *to turn sthg INTO sthg else = transformer qqchose en qqchose d'autre*
- *entertainment = le divertissement*
- *to entertain s.o. = divertir, amuser qqu'un*
- *a comedian = un comique*
- *a vehicle for = un moyen de faire passer qqchose*
- *to fade away = to gradually disappear, vanish*
- *to popularize science = vulgariser la science (pour le plus grand nombre)*
- *high-profile events = des événement au large retentissement*
- *to take center stage = occuper le centre de la scène*
- *to make our lives easier = nous faciliter la vie*

Go further :

How to link your ideas together

- First, firstly, first of all, to begin with: tout d'abord
- Moreover, besides, in addition, furthermore, what is more: de plus
- Lastly, finally, to conclude, in a word, in brief : enfin
- Because, insofar as, since, as, inasmuch as, given that: parce que, puisque, dans la mesure où
- Indeed: en effet
- Due to, because of, on account of, owing to: à cause de/thanks to: grâce à
- Although, though, even if, even though: même si, bien que
- Whereas, while: tandis que
- However, on the other hand, yet: cependant, en revanche
- So that/in order to, so as to: afin que/afin de
- As a consequence, as a result, thus, therefore, so, that is why: par conséquent
- Until, till: jusqu'à ce que/as soon as: dès que/once: une fois que
- Provided: pourvu que/as long as: tant que
- Unless: à moins que
- Contrary to, unlike: contrairement à/both: tous les deux
- Despite, in spite of: en dépit de, malgré
- Instead of: au lieu de

Go further :

1 Aide à la compréhension

Step 1

Avant toute chose, votre attention doit se porter (même brièvement) sur **le titre de l'article**. Identifiez-en les mots-clés et tentez d'anticiper à partir d'eux ce dont l'article va parler. Il n'est pas question ici de jouer aux devinettes et de cerner en quelques secondes l'intégralité du propos de l'article, mais simplement de **se constituer un « horizon d'attente » avant de le lancer dans l'inconnu** de la lecture du texte.

Step 2

Scannez des yeux le texte, recherchez **des phrases de transitions**. Vous pouvez dès lors **découper le texte en 3 parties qui sont autant d'étapes logiques** dans le développement du propos de l'article.

Step 3

Concentrez-vous à présent sur **chacune des parties ainsi délimitées**. Au sein de celles-ci, essayez de **repérer des articulateurs logiques, des mots de liaison, des marqueurs temporels**. D'un coup d'œil rapide, tâchez également de voir si, en début ou en fin de certains paragraphes, ne se trouveraient pas **des phrases ou expressions clés très facilement compréhensibles** : ces informations faciles d'accès serviront ensuite de jalons dans votre lecture plus détaillée du texte.

Step 4

Passez maintenant à la **lecture détaillée**. Votre tâche consiste simplement à **trouver des informations venant compléter ce que vous avez déjà saisi dans l'étape précédente**. Posez-vous des questions.

Step 5

Ne vous reste plus maintenant qu'à **rédiger les lignes directrices de l'article dans un court paragraphe de votre main**. Faites en sorte de rendre clairement **la logique de l'auteur** : l'ordre des phrases et les mots de liaison sera ici crucial. **Éliminez les exemples** : ne conservez que l'essentiel, les grandes tendances que vous avez dégagées lors de votre lecture. **Utilisez vos mots à vous**.