

Syllabus

Subject

Subject / Group	21375 - English for Health and Behavioural Sciences / 4
Degree	Degree in Medicine - First year Degree in Physiotherapy (2016) - Fourth year Degree in Psychology - Fourth year Degree in Nursing (2016) - Fourth year
Credits	6
Period	First semester
Language of instruction	English

Professors

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office / Building
Lucrecia Rallo Fabra (Responsible) lucrecia.rallo@uib.es	17:30	18:30	Thursday	13/09/2018	20/12/2018	ID 06 B Pinós

Context

This course provides Nursing undergraduates with a basic and instrumental knowledge of the English language. The course is mainly practical with an emphasis on communicative skills (listening and speaking). The work done in the areas of reading, writing, listening and speaking aims at reinforcing students' prior knowledge of English. The level of competence to be achieved by the students as regards the four skills will be Upper-intermediate, level B2. The contents of this subject are aligned with the levels described by the Common European Framework of Reference for Languages.

Requirements

This subject will be taught entirely in English. It is highly recommended that students have reached an intermediate level of English competence (B1 level of the European Reference Framework for Languages) before the beginning of the course.

Essential

IMPORTANT NOTICE:

It is essential to have passed 168 ECTS credits to take this course.

****Esta asignatura está dirigida a los alumnos que van a cursar 4º del Grado en Enfermería. Para asegurar que este perfil de alumno es el que se matricula en la asignatura, se ha establecido el siguiente requisito: tener 168 ECTS aprobados o reconocidos (en este cómputo no se consideran los créditos optativos).**

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Recommended

El alumnado que no tenga el nivel B1 (nivel que el alumnado debe haber alcanzado al término de sus estudios de educación secundaria y el requerido para superar las pruebas de acceso a la universidad) de competencia en lengua inglesa encontrará una lista de recursos para el auto-aprendizaje en la sección bibliográfica de esta guía docente y es su responsabilidad alcanzar este nivel con anterioridad al inicio del curso. Además, la universidad dispone de un aula de autoaprendizaje de lenguas (Biblioteca ed. Jovellanos) abierta a todo el alumnado.

Skills

Specific

- * CE14. Command of the scientific terminology related to health. .

Generic

- * CT6. Ability to adapt to new situations. .
- * CT8: Ability for team work and interdisciplinary collaborations. .
- * CT10: Ability to understand, speak and write in English at an intermediate level. .
- * CT13: Ability for interpersonal relationships. .
- * CT16: Acknowledge diversity and multiculturality. .

Basic

- * You may consult the basic competencies students will have to achieve by the end of the degree at the following address: <http://www.uib.eu/study/grau/Basic-Competences-In-Bachelors-Degree-Studies/>

Content

The subject is organized in five units: "Making a diagnosis", "Working under pressure", "Breaking bad news", "Calling in the Strong Team", "Referring a patient". The contents will be developed through the five language skills:

Range of topics

Skill 1. Reading Comprehension

- * Reading strategies: skimming and scanning, summarising, interpreting cohesive devices.
- * Top-down and bottom-up approaches to reading

Skill 2. Use of English GRAMMAR

- * Verb tenses.
- * Direct and indirect style.
- * Relative clauses
- * Modal verbs

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VOCABULARY

We will review general vocabulary (Upper-Intermediate level) as well as scientific vocabulary in the field of health.

Skill 3. Writing

- * Communicative functions in English for Health: defining, classifying, describing, generalising, specifying, providing examples, giving instructions, comparing and contrasting.
- * Standards of academic presentations and written texts: brainstorming and planning, logical sequencing of arguments and ideas, conciseness and wordiness, word order.
- * Practice Writing: formal letters, reports, applying for a job, vitae.

Skill 4. Listening

Listening strategies.

- * Understanding speech acts in formal contexts, professional and academic presentations, conferences, etc.
- * Identification of key ideas, content prediction.
- * Note-taking.
- * Adjusting to native and non-native accents.
- * Practice: Listening exercises from *English for Health Sciences* and videos from Ted Talks.

Skill 5. Speaking

- * Oral presentations aimed at a specific audience.
- * Professional meetings, job interviews.
- * Communication strategies.
- * Fluency and pronunciation.

Teaching methodology

- * Students are expected to attend both theoretical and practice sessions regularly, participate actively, and hand in work when required. Students officially recognised by the UIB as part-time students will follow the same assessment criteria established in Pathway A. The only difference between part-time and full-time students is that the former are not expected to regularly attend or actively participate in sessions.
- * To pass this subject students are required to pass all five skills with a 5 (Grammar and Vocabulary, Writing, Reading, Listening and Speaking).
- * At the beginning of the semester, students will be notified about the dates of the different exams through Moodle ('Campus Extens' Platform). This information will also be available on the official term schedule ('Cronograma').

In-class work activities (1.8 credits, 45 hours)

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Theory lessons	Large group (G)	Aim: review grammar contents and writing skills. Method: Oral presentations and practice exercises.	25

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Modality	Name	Typ. Grp.	Description	Hours
Practical classes	Practice	Medium group (M)	Aim: practice oral skills (listening and speaking) Methodology: Audition of sound recordings and videos related to Health and Medicine. Speaking activities will include roleplays, oral presentations and mock interviews (Pairwork and group-work).	10
ECTS tutorials	Tutorials	Small group (P)	Aim: follow-up of students' learning progress, answering queries about the course content. Method: individual / small group meetings.	5
Assessment	Exam 1: Use of English & Reading	Large group (G)	Aim: Test students' proficiency in three skills: Reading Comprehension, Use of English and Listening. Method: Written exam.	2
Assessment	Exam 2: Writing & Listening	Medium group 2 (X)	Aim: Test students' writing skills. Method: Writing a formal letter and / or report.	1.5
Assessment	Oral Exam: Speaking	Large group (G)	Aim: test students' communicative competence in English. Method: individual interview or in pairs.	1.5

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to whether the subject work plan will be carried out through the schedule or through another way included in the Aula Digital platform.

Distance education tasks (4.2 credits, 105 hours)

Modality	Name	Description	Hours
Individual self-study		* Review theory explained in class, homework, tasks on Campus Extens to practice of the four skills. * Submission of assignments, work with recommended reference books and internet resources.	105

Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

Student learning assessment

Students MUST pass all 5 skills (Reading Comprehension, Use of English, Writing, Listening and Speaking).

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Frau en elements d'avaluació

In accordance with article 33 of Academic regulations, "regardless of the disciplinary procedure that may be followed against the offending student, the demonstrably fraudulent performance of any of the evaluation elements included in the teaching guides of the subjects will lead, at the discretion of the teacher, a undervaluation in the qualification that may involve the qualification of "suspense 0" in the annual evaluation of the subject".

Exam 1: Use of English & Reading

Modality	Assessment
Technique	Short-answer tests (retrievable)
Description	Aim: Test students proficiency in three skills: Reading Comprehension, Use of English and Listening. Method: Written exam.
Assessment criteria	
Final grade percentage:	40%with a minimum grade of 5

Exam 2: Writing & Listening

Modality	Assessment
Technique	Extended-response, discursive examinations (retrievable)
Description	Aim: Test students' writing skills. Method: Writing a formal letter and / or report.
Assessment criteria	
Final grade percentage:	40%with a minimum grade of 5

Oral Exam: Speaking

Modality	Assessment
Technique	Oral tests (retrievable)
Description	Aim: test students' communicative competence in English. Method: individual interview or in pairs.
Assessment criteria	
Final grade percentage:	20%with a minimum grade of 5

Individual self-study

Modality	Individual self-study
Technique	Real or simulated task performance tests (non-retrievable)
Description	* Review theory explained in class, homework, tasks on Campus Extens to practice of the four skills. * Submission of assignments, work with recommended reference books and internet resources.
Assessment criteria	
Final grade percentage:	0%with a minimum grade of 0

Resources, bibliography and additional documentation

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We will work with an in-house made handout. I strongly recommend that you buy *My GrammarLab Intermediate B1-B2*, an excellent self-study group to revise and practice the grammar content covered in this course.

Basic bibliography

Foley, M. & Hall, D. *My Grammar Lab. Intermediate B1-B2*. Pearson.
Logan, S. & Thaine, C. (2008). *Real Listening and Speaking with answers. B2*. Cambridge: CUP.
Milner, M. (2006). *English for Health Sciences*. Boston: Cengage Learning.

Complementary bibliography

English for Nursing

ALONSO ALMEIDA, F. & S. MARRERO MORALES. 2016. *English for Nursing: a coursebook for Spanish students*. Las Palmas: Servicio de Publicaciones y Difusión Científica de la ULPGC.
ALLUM, V. & P. McGARR. 2008. *Cambridge English for Nursing. Intermediate Plus*. Cambridge: CUP.
---. 2010. *Cambridge English for Nursing. Pre-intermediate*. Cambridge: CUP.
BRADLEY, R.A. & C. BEZ. 2008. *English for Nursing and Healthcare: A Course in General and Professional English*. Singapore: McGraw-Hill.
GRICE, T. 2009. *Nursing 1*. Oxford: OUP.
---. 2008. *Nursing 2*. Oxford: OUP.
---. 2009. *Everyday English for Nursing: An English Language Resource for Nurses Who Are Non-Native Speakers of English*. Edinburgh: Elsevier.
PARKINSON, J. & C. BROOKER. 2004. *Everyday English for International Nurses. A Guide to Working in the UK*. Edinburgh: Churchill Livingstone.

Dictionaries:

MacMillan English Dictionary for Advanced Learners with CD-ROM
Collins Cobuild English Language Dictionary, London: Collins, 1987.
Collins English Dictionary. London: Collins, 2000.

Other resources

- * Talks by TED: <http://www.ted.com/>
- * BBC World: http://news.bbc.co.uk/2/hi/video_and_audio/default.stm
- * Pronunciation resources: <http://www.rachelsenglish.com>
- * Online dictionaries: <http://dictionary.cambridge.org/>
- * <http://www.eslcafe.com/>

