

**Información del Plan Docente**

<b>Academic Year</b>	2016/17
<b>Academic center</b>	127 - Facultad de Ciencias de la Salud
<b>Degree</b>	548 - Master's in Nursing Studies
<b>ECTS</b>	3.0
<b>Course</b>	1
<b>Period</b>	Second semester
<b>Subject Type</b>	Optional
<b>Module</b>	---

**1.Basic info****1.1.Recommendations to take this course****1.2.Activities and key dates for the course****2.Initiation****2.1.Learning outcomes that define the subject****2.2.Introduction****3.Context and competences****3.1.Goals****3.2.Context and meaning of the subject in the degree****3.3.Competences****3.4.Importance of learning outcomes****4.Evaluation****5.Activities and resources****5.1.General methodological presentation**

The course combines a theoretical background with a practical approach.

In the theoretical approach, the teacher provides students with the tools and resources they need to understand, analyze and write texts of their specialization,. To achieve this goal the teacher will suggest different classroom activities, including discourse and rhetorical analysis, translation of texts, reading comprehension activities, etc.

This subject has been specifically designed to train post-graduate students in conducting research and writing up research in English. For this reason, the proposed activities (i.e. the analysis and discussion of nursing textual models by means of critical tools and the comments on, presentation of, and reflections on these analyses from various theoretical

perspectives) are aimed at putting into practice the basic principles of academic writing in English. Accordingly, the subject deals with these topics :

- 1) Learning the recurrent rhetorical structures and lexicogrammatical and discoursal features of a research article in the field of nursing
- 2) Becoming acquainted with the contextualization criteria involved in the processes of academic writing
- 3) Writing of an individual research article/abstract, applying the theoretical concepts and applied resources for the development of a selected research topic.

## **5.2.Learning activities**

The learning process designed for "Escritura Científica en Inglés" is structured as follows:

### **Lectures**

The teacher explains the theoretical foundations with the support of photocopies, online resources, videos, etc., and suggests activities so that students know how to apply what they have learned. Classroom activities are developed both individually and in groups,

### **Practice sessions**

Students will carry out different activities on topics related to scientific writing. Classroom activities will provide students with models for textual, discoursal and rhetorical analysis. In these tasks students will discuss both individually and in group the recurrent features of the research article genre and the contextualization criteria that may justify those features. The students' participation in practical sessions is very important, since it will count towards the final mark.

### **Project**

During one of the practice sessions, the teacher will explain the objectives and provide students with guidance about the development of their projects. Individually, students will have to write an abstract/research article. They are expected to demonstrate that they are competent in grammar, vocabulary, register, rhetorical conventions and structure.

### **Individual tutoring**

The teacher will clear doubts of individual students and guide them to overcome problems during the course.

## **5.3.Program**

1. The concept of academic English. Scientific English in Academic Contexts.
2. The Communication Process: Audience and Purpose.
3. The Communication Process- Content and Style: Abbreviations, Collective Nouns, Compound Nouns, Latin and Greek vs English, Eponyms, Acronyms, Unbiased Language.
4. Paragraphs, Beginnings and Endings.
5. Organizing and Structuring Information: Improving the Flow of the Text: The Use of Connectors. Comparing and Contrasting. Casualty and Result. Description and Definition. Time Sequence. Details and Examples
6. From Paragraph to Essay. Exploring Academic Nursing Genres: The Academic Essay, the Care Critique, The Journal Article Review. Care Plans/Action Plans/Health Programmes.
7. The Abstract. Types of Abstracts. Typical informative Sections within the Abstract. Analysis of Selected Sample Abstracts.
8. Overall Structure of Scientific Research Articles. The Sections of the Article: Introduction/Materials and Methods/ Results/Discussion. Expressions used in the Different Moves.

#### **5.4. Planning and scheduling**

Lectures: 20 hours. ( Second Semester)

- Activities. During the course, students will develop different activities that will be checked in class or given to the teacher for correction.
- Practice sessions: 5 sessions .( Second Semester)
- Project. Students will have to write a paper/abstract
- The final exam will be held in June.

#### **5.5. Bibliography and recommended resources**

Web Pages

<http://www.bbc.co.uk/health/>

<http://www.dmu.edu/medterms/>

<http://www.free-ed.net/sweethaven/MedTech/MedTerm/default.asp>

<http://www.learnoutloud.com/Podcast-Directory/Education-and-Professional/Medical#1> (medical podcasts)

[http://www.cbsnews.com/video/60minutes/health\\_science/](http://www.cbsnews.com/video/60minutes/health_science/)

#### Dictionaries

<http://www.wordreference.com/es/> (general)

<http://www.merriam-webster.com/> (general)

<http://www.medterms.com/script/main/hp.asp> (medical terms)

<http://www.tabers.com/tabersonline/ub> (medical terms)

<http://visual.merriam-webster.com/human-being/anatomy.php> (diccionario visual)

<http://www.howjsay.com/> (pronunciation)

<http://www.acronymfinder.com/>

- Brookes, Arthur: Writing for study purposes : a teacher's guide to developing individual writing skills. Cambridge, Cambridge University Press, 1990
- Diccionario Mosby pocket de medicina y ciencias de la salud. Madrid, Harcourt Mosby, 2001
- Eastwood, John: A basic english grammar. Spanish ed. 1th imp. Oxford, Oxford University Press, 1989
- Ehrlich, Ann Beard: Medical terminology for health professions. 4th ed. Albany, N.Y., Delmar Thomson Learning, 2001
- Navarro, Fernando A.: Diccionario crítico de dudas inglés-español de medicina. 2ª ed. Madrid, McGraw-Hill Interamericana, 2005
- Quick reference dictionary for occupational therapy. dited by Karen Jacobs and Laela Jacobs. 4th ed. Thorofare, NJ, Slack Incorporated, 2004
- Swales, John M.: Academic writing for graduate students : essential tasks and skills. 2nd ed. Michigan, University of Michigan Press, 2004
- Swan, Michael: Basic English usage. Ed. española. Oxford, Oxford University Press, 1988
- Collin, P.H.: Dictionary of medicine. 3rd ed. Middlesex, Peter Collin Publishing, 2000