

26005 - English for science I

Syllabus Information

Academic Year: 2018/19

Subject: 26005 - English for science I

Faculty / School: 127 - Facultad de Ciencias de la Salud

Degree: 276 - Degree in Occupational Therapy

ECTS: 6.0

Year: 1

Semester: Annual

Subject Type: Basic Education

Module: ---

1.General information

1.1.Aims of the course

1.2.Context and importance of this course in the degree

1.3.Recommendations to take this course

2.Learning goals

2.1.Competences

2.2.Learning goals

2.3.Importance of learning goals

3.Assessment (1st and 2nd call)

3.1.Assessment tasks (description of tasks, marking system and assessment criteria)

4.Methodology, learning tasks, syllabus and resources

4.1.Methodological overview

This course aims at training students to develop and apply the four language skills of listening, speaking, reading and writing across situations they will have to cope with in their future careers as occupational therapists. The study of the biomedical vocabulary is very important, enabling them to develop and participate in the classroom activities.

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, research and analyze texts of their specialization, search and process information from different sources, etc. To achieve these goals, the teacher will suggest different classroom activities, including role-plays between occupational therapy and patient, translation of texts, reading comprehension activities, listening comprehension activities, etc.

The practical approach is based on guiding students to discuss situations related to Occupational Therapy. Students have the opportunity to put into practice the knowledge they have acquired during the theoretical sessions. The teacher provides students with tools and resources they need to communicate fluently in specific situations, such as online resources to improve pronunciation in English, strategies to facilitate communication with patients, etc., as well as tools for the development of the project they have to present orally at the end of the course.

This course is basically focused on practice and will contribute to broaden the students' knowledge during their future careers, since the specialized literature is mainly published in English.

4.2.Learning tasks

The learning process designed for Scientific English I is structured as follows:

- **Lectures.** 47.5 hours. 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, which are developed both individually and in groups, include role-plays about situations related to Occupational Therapy, translation of texts, research of scientific terminology, creation of mind maps, etc.

- **Practice sessions.** 12 sessions. In small groups, students will engage in some debates and carry out different activities on topics related to Occupational Therapy and Sociology. The students' participation in practical sessions is very important, since it will count towards the final mark.
- **Assessment.** 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 prepare an oral presentation about a topic related to Occupational Therapy. The oral presentation is expected to demonstrate that students are competent in grammar, vocabulary, pronunciation, intonation, design and originality. Students will have to prepare a project that will be orally presented during the last practice session, apart from that students will develop different activities that will be checked in class or given to the teacher for course.
- **Individual tutoring.** The teacher will clear doubts of individual students and guide them to overcome problems during the course.
- The **final exam** will be held in June.

4.3.Syllabus

The course will address the following topics:

Occupational Therapy

- What is occupational therapy?
- Allied Health Professions
- Hospitals: Introduction to a hospital/ Outpatients/ Inpatients
- Symptoms and Signs: describing problems.
- What is Pain?- Pain Classification- Pain Assessment- Types of Pain
- Managing Chronic Pain- What can an Occupational Therapist Do?
- Activities of Daily Living (ADLs): Basic Activities of Daily Living / Instrumental Activities of Daily Living/Rest and Sleep/Education/Work/Play/Leisure/Social Participation/
- Client Factors: Values +Beliefs/Body Functions/Mental Functions/Sensory Functions/Body Structures/
- Performance Skills: Motor Skills/Process Skills/Social Interactions.
- Performance Patterns: Habits, routines, rituals and roles.
- Context:Cultural/Personal/Temporal/Virtual.
- Environments:
- Occupational Therapy: The patient with Learning Disabilities.
- Paediatric Occupational Therapist: Children with Physical Handicap.
- The Role of the Occupational Therapist in Schools.

Anatomy and Physiology

- Defining Anatomy and Physiology
- The Building Blocks of the Body (molecules, cells, tissues, organs, systems)
- The Skeleton
- How bone is organized
- Bone Accessory Structures: cartilage, ligaments and tendons.
- Joints
- The Muscles of the Body
- Organization of Skeletal Muscles
- How Muscles Move: From Brain to Muscle.

Building Language and Study Skills: Rhetorical Functions

- Creating Good Study Habits
- Describing Organization and Function
- Writing Descriptions: shapes and properties/physical features.
- Describing a Process
- Expressing Location
- Expressing Structure
- Expressing Measurement
- Writing Definitions

- Expressing Cause and Consequence
- Writing a Set of Instructions

Vocabulary

- Occupational Therapy terminology/International Framework
- Word Association- Terms related to medical matters
- Two Word Expressions
- Word Formation- Nouns
- Word Formation-adjectives
- Word association:partnership
- Word Association: Mind maps

Terminology

- The Components of Medical Words (word root, combining vowel, suffix, combining form, prefix)
- The Use of Prefixes, Combining Forms and Suffixes (Rules)
- Reading and Understanding Medical Words

Listening Comprehension

- 1. Understanding OT videos: taking notes
- 2. Understanding OT videos: Following instructions
- 3. Understanding OT lectures: Summarizing
- 4. Understanding OT short talks: Answering true-false questions/Filling in the gaps/finding synonyms, etc
- 5. Attending lectures in English-speaking universities online. Making use of Opencourseware resources

4.4.Course planning and calendar

Further information concerning the timetable, classroom, office hours, assessment dates and other details regarding this course, will be provided on the first day of class or please refer to the Facultad de Ciencias de la Salud web <https://estudios.unizar.es/estudio/ver?id=109>

4.5.Bibliography and recommended resources

- Collin, P.H.: Dictionary of medicine. 3rd ed. Middlesex, Peter Collin Publishing, 2000
- Navarro, Fernando A.: Diccionario crítico de dudas inglés-español de medicina. 2ª ed. Madrid, McGraw-Hill Interamericana, 2005
- Diccionario Mosby medicina, enfermería y ciencias de la salud. Lexicógrafo principal Douglas M. Anderson ; lexicógrafos Jeff Keith, Patricia D. Novak ; coordinador lexicográfico Michelle A. Elliot. 6ª ed. Madrid, Elsevier, 2003
- Quick reference dictionary for occupational therapy. Edited by Karen Jacobs and Laela Jacobs. 4th ed. Thorofare, NJ , Slack Incorporated, 2004
- Quick reference dictionary for occupational therapy. Edited by Karen Jacobs and Laela Jacobs. 5th ed. Thorofare, NJ , Slack Incorporated, 2009
- Swales, John M., Feak, Christine B.: Academic writing for graduate students : essential tasks and skills. 2nd ed. Michigan, University of Michigan Press, 2004
- Ehrlich, Ann Beard, Schroeder, Carol L.: Medical terminology for health professions. 5th ed. New York, Thomson Delmar Learning, 2005
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- Brookes, Arthur, Grundy, Peter: Writing for study purposes : a teacher's guide to developing individual writing skills. Cambridge, Cambridge University Press, 1990
- Eastwood, John, Mackin, Ronald: A basic english grammar. Adapted and translated by María Pilar Zozaya. Spanish ed., 1st. ed. 1th imp. Oxford, Oxford University Press, 1989
- Swan, Michael: Basic English usage. Adaptación y traducción por Brian Mott y Mª Pilar García . - Ed. española Oxford, Oxford University Press, 1988

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.aota.org/>

<http://www.cot.co.uk/>

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

http://www.cbsnews.com/video/60minutes/health_science/

Online Dictionaries

<http://www.wordreference.com/es/>

<http://www.merriam-webster.com/>

<http://www.medterms.com/script/main/hp.asp>

<http://www.tabers.com/tabersonline/ub>

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

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

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