SYLLABUS – A COURSE DESCRIPTION

I. General information
1. Course name: **Communication in a health crisis: Coronavirus pandemic 2020-21**
2. Course code:
3. Course type (compulsory or optional): **optional**
4. Study programme name: **Language and communication in healthcare**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **2nd cycle**
6. Educational profile (general academic profile or practical profile): **general academic profile**
7. Year of studies (if relevant): **1MA**
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): **15h**
9. Number of ECTS credits: **2**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: dr Magdalena Zabielska
11. Language of classes: **English**
12. Online learning – yes (partly – online / fully – online) / no: **no**

II. Detailed information
1. Course aim (aims):

C1 providing the student with theoretical knowledge concerning the nature of communication in crisis, especially in the context of communication in pandemic times

C2 familiarising the student with basic terms related to media discourse analysis, with particular emphasis on communication in pandemic times

C3 teaching the student to critically analyse media messages in the context of pandemic as well as to recognize their role in the shaping of the perception of particular events

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant):
genuine interest in broadly understood communication in/about healthcare
English at B2 level

3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes (EK):

Course learning outcome symbol (EU)	On successful completion of this course, a student will be able to:	Reference to study programme learning outcomes (EK)
EU_01	knows and understands terms and categories from the area of communication in crisis (on the example of pandemic)	K_W01, K_W03, K_W05, K_W11, K_U07, K_U13, K_K09

EU_02	knows the history of the development of media thanks to technological progress	K_W05, K_U04, K_U05, K_U09-11
EU_03	knows the term media communication and its characteristic features	K_W01, K_W03, K_W05, K_U07
EU_04	is able to describe the relations between features of particular discourses/genres and media/channels of their distribution	K_W03, K_W05, K_U04, K_U07
EU_05	knows the term professional/lay discourse as well as their characteristic features	K_W03, K_W05, K_U07
EU_06	knows the terms related to discourse/genre analysis, applied to the description of particular discourses and genres that belong to them (in the context of media communication)	K_W03, K_W05, K_W10, K_U04, K_U07, K_K06
EU_07	is able to develop the topic and choose data to analyse an exemplary discourse on the basis of chosen genres (in the context of media communication)	K_W01-06, K_W09, K_W12, K_U01-07, K_U09, K_U12-13, K_U15, K_K01-06
EU_08	is able to read and understand academic texts concerning discourse/genre analysis and to use them in discoursive analysis of linguistic material	K_W03, K_W05, K_W12, K_W16, K_U01-07, K_U09, K_U12-13, K_U15, K_K01-06
EU_09	is able to apply selected terms/concepts from medical humanities to the analysis of linguistic material	K_W04-06, K_W12, K_U01-07, K_U09, K_U12-13, K_U15, K_K01-06

4. Learning content with reference to course learning outcomes (EU)

Course learning content:	Course learning outcome symbol (EU)
Communication in crisis – issues and experiences so far	EU_01
(New) media communication in the pandemic	EU_01-06
Media discourse: features and analysis	EU_01-06
Ebola, MERS, SARS – discourses in context	EU_01-06, EU_08-09
Communication about COVID-19 – selected aspects	EU_01-06, EU_08-09
Linguistic features of the chosen examples of communication about COVID-19	EU_01-06, EU_08-09
Influence of media on the social perception of health crisis	EU_01-09

5. Reading list:

Baseotto, Paola. 2015. "Ideological uses of medical discourses in Early Modern English plague writings", in: Maurizio Gotti, Stefania M. Maci and Michele Sala (eds.), *The language of medicine: Science, practice and academia*, CERLIS Series Volume 5. Bergamo: CELSB, 49-68.

Buuren, Asia van, Vincent Tang and Maria Athina (Tina) Martimianakis. 2020. "COVID-19 as the equalizer": Evolving discourses of COVID-19 and implications for medical education", *Canadian Medical Education Journal* 11, 5: 129-131.

Catenaccio, Paola. 2006. "The SARS crisis coverage in the British Medical Journal and New Scientist", in: Maurizio Gotti and Françoise Salager-Meyer (eds.), *Advances in medical discourse analysis – oral and written contexts*. Bern: Peter Lang, 279-301.

Chaiuk, Tetyana A. and Olha V. Dunaievska.2020. "Producing the fear culture in media: An examination on Coronavirus discourse", *Journal of History Culture and Art Research* 9, 2: 184-194.

Fowler, Roger. 1998. *Language in the news: Discourse and ideology in the press*. London: Routledge.

Goban-Klas, Tomasz. 2000. *Media i komunikowanie masowe. Teorie i analizy prasy, radia, telewizji i Internetu*. Kraków: PWN.

Hodalska, Magdalena. 2014. "Pandemie w kulturze starchu", w: Tomasz Goban-Klas (red.), *Komunikowanie w ochronie zdrowia – interpersonalne, organizacyjne i medialne*. Warszawa: Wolters Kluwer, 234-245.

Hodalska, Magdalena. 2016. Epidemie, mikroby i uczeni. Wirusologia na łamach polskiej prasy. W: M. Hodalska, E. Żyrek-Horodyska (red.), Komunikowanie o nauce. Kraków, s. 65-78.

Loiacono, Anna. 2015. "The language of fear: Pandemics and their cultural impact", in: Maurizio Gotti, Stefania M. Maci and Michele Sala (eds.), *The language of medicine: Science, practice and academia*, CERLIS Series Volume 5. Bergamo: CELSB. 25-48.

Molek-Kozakowska, Katarzyna. 2020. "Report on corona-discourses studied online", *Res Rhetorica* 7, 2: 132-134.

Nwakpoke, Ogbodo, Jude Nwakpoke, Emmanuel Chike Onwe, Joseph Chukwu, Chinedu Jude Nwasum, Ekwutosi Sanita Nwakpu, Simon Ugochukwu Nwankwo, Samuel Nwamini, Stephen Elem and Nelson Iroabuchi Ogbaeja. 2020. "Communicating health crisis: A content analysis of global media framing of COVID-19", *Health Promotion Perspectives* 10, 3: 257-269.

Semino, Elena. 2021. ""Not soldiers but fire-fighters" – Metaphors and Covid-19", *Health Communication* 36: 1: 50-58.

Wallis, Patrick and Brigitte Nerlich. 2005. "Disease metaphors in new epidemics: The UK media framing of the 2003 SARS epidemic", *Social Science & Medicine* 60: 2629- 2639.

Wicke, Philipp and Marianna M. Bolognesi. 2020. "Framing COVID-19: How we conceptualize and discuss the pandemic on Twitter", *PLOS ONE* 5, 9: e0240010.

III. Additional information

1. Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick and/or suggest different methods)

Teaching and learning methods and activities	X
Lecture with a multimedia presentation	X
Interactive lecture	X
Problem – based lecture	
Discussions	X
Text-based work	X
Case study work	X

Problem-based learning	
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	X
Experiential work	
Laboratory work	
Scientific inquiry method	
Workshop method	X
Project work	X
Demonstration and observation	
Sound and/or video demonstration	X
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	X
Group work	X
Other (please specify) -	
…	

2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO and/or suggest different methods)

Assessment methods	Course learning outcome symbol								
	EU_01	EU_02	EU_03	EU_04	EU_05	EU_06	EU_07	EU_08	EU_09
Written exam									
Oral exam									
Open book exam									
Written test									
Oral test									
Multiple choice test									
Project									
Essay									
Report									
Individual presentation						X	X	X	X
Practical exam (performance observation)									
Portfolio									
Other (please specify) -									
…									

3. Student workload and ECTS credits

Activity types		Mean number of hours spent on each activity type
Contact hours with the teacher as specified in the study programme		15h
Independent study*	Preparation for classes	10h
	Reading for classes	15h
	Essay / report / presentation / demonstration preparation, etc.	20h
	Project preparation	
	Term paper preparation	
	Exam preparation	
	Other (please specify) -	
	…	
Total hours		60h
Total ECTS credits for the course		2

* please indicate the appropriate activity types and/or suggest different activities

4. Assessment criteria in accordance with AMU in Poznan's grading system:

Very good (bdb; 5,0): a student is able to critically analyse media messages in the context of pandemic as well as to recognize and discuss their role in the shaping of the perception of particular events

Good plus (+db; 4,5): a student has developed very good level of competence in the skills listed above with minor problems

Good (db; 4,0): A student has developed a good level of competence in the skill listed above and his/her performance is generally considered correct

Satisfactory plus (+dst; 3,5): A student has developed satisfactory competence in the skills listed above

Satisfactory (dst; 3,0): A student has developed satisfactory competence in the skills listed above but has missed several deadlines / assignments

Unsatisfactory (ndst; 2,0): A student has no acquired satisfactory competence in the above skills and / or he/she has been neglecting duties beyond acceptable measure