SYLLABUS – A COURSE DESCRIPTION

I. General information
1. Course name: **Discourses of health and disease**
2. Course code:
3. Course type (compulsory or optional): **compulsory**
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): **practical classes 30h**
9. Number of ECTS credits: **5**
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   familiarising students with basic concepts from the area of discourse and genre analysis

C2.   developing students' skills of identifying particular medical discourses and genres in various contexts as well as of applying appropriate terminology for their description

C3.   familiarising students with selected concepts derived from medical humanities to be utilised in an anlysis of medical discourses/genres

C4.   developing students' abilities to use academic literature from the area of linguistics and medical humanities in the analysis of linguistic data

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant):
genuine in communication 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 the terms discourse and genre as well as understands the rationale behind their analysis	K_W03, K_W05, K_U07
EU_02	knows the terms lay and professional discourse as well as their characteristic features	K_W03, K_W05, K_U07
EU_03	is able to describe the relations between the features of particular discourses/genres and their transmission media	K_W03, K_W05, K_U04, K_U07
EU_04	is able to recognize various medical discourses/genres and is familiar with their characteristic features	K_W03, K_W05, K_W10, K_U04, K_U07, K_K06
EU_05	is able to identify the directions of change in the process of the development of particular medical genres/discourses	K_W01-05, K_W13, K_U04, K_U07
EU_06	is able to determine the topic of analysis and choose data in order to analyse an exemplary medical discourse/genre on the basis of selected genres used in different contexts	K_W01-06, K_W09, K_W12, K_U01-07, K_U09, K_U12-13, K_U15, K_K01-06
EU_07	is able to read and understand academic texts concerning discourse/genre analysis and to use them in discursive 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_08	is able to use selected concepts derived from medical humanities to be utilised in an anlysis 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)
Discourse and genre as well as their analysis: Introduction	EU_01
Medical discourse: Introduction and division	EU_01-05
Specialised discourse: definition, characteristic features and examples	EU_01-05
Lay discourse: definition, characteristic features and examples	EU_01-05
The many voices in medical discourses	EU_01-08
Narrative character of medical discourse	EU_01-08
Medical discourse from the historical perspective	EU_01-08
Patient's and doctor's discourses	EU_01-08
Medical disourses in new media	EU_01-08
Medical discourses and popular culture	EU_01-08
Medical discourses and health promotion	EU_01-08
Linguistic research on medical discourse – practical application	EU_01-08

5. Reading list:

Fleischman, Susanne. 2001. "Language and medicine", in: Deborah Schiffrin, Deborah Tannen and Heidi E. Hamilton (eds.), *The handbook of discourse analysis.* Oxford: Blackwell Publishers, 470-502.
Gotti, Maurizio. 2008. *Investigating specialised discourse.* Bern: Peter Lang.
Gotti, Maurizio. 2011. "Insights into medical discourse in oral and written contexts", in: Anna Loiacono, Giovanni Iamartino and Kim S. Grego (eds.), *Teaching medical English.* Milan: Polimetrica, 29-52.
Gotti, Maurizio and Françoise Salager-Meyer (eds.). 2006. *Advances in medical discourse analysis – oral and written contexts.* Bern: Peter Lang.
Gwyn, Richard. 2001. *Communicating health and illness.* London: Sage.
Hamilton, Heidi E. and Wen-ying S. Chou (eds.) 2014. *The Routledge handbook of language and health communication.* New York: Routledge.
Harvey, Kevin and Neyla Koteyko. 2012. *Exploring health communication. Language in action.* London: Routledge.
Hyden, Lars-Christer and Elliot G. Mishler. 1999. "Language and medicine", *Annual Review of Applied Linguistics* 19: 174-192.
Loiacono, Anna. 2012. *Medical communication. Systems and genres*. Como: Pavia.
Meyerhoff, Miriam, Erik Schleef and Laurel MacKenzie. 2015. *Doing sociolinguistics*
A practical guide to data collection and analysis. London: Routledge.
Thompson, Teresa L., Roxanne Parrott and Jon F. Nussbaum (eds.) 2001. *The Routledge handbook of health communication*. New York: Routledge.

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
Written exam	X	X	X	X	X	X	X	X
Oral exam								
Open book exam								
Written test	X	X	X	X	X			
Oral test								
Multiple choice test								
Project								
Essay								
Report								
Individual presentation						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		30h
Independent study*	Preparation for classes	30h
	Reading for classes	30h
	Essay / report / presentation / demonstration preparation, etc.	10h
	Project preparation	
	Term paper preparation	20h

	Exam preparation	30h
	Other (please specify) -	
	…	
Total hours		150h
Total ECTS credits for the course		5

* 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): student identifies particular medical discourses and genres in various contexts correctly and applies appropriate terminology for their description; is able to apply selected concepts from medical humanities to be utilised in an anlysis of medical discourses/genres;

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 skills 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