SYLLABUS – A COURSE DESCRIPTION

I. General information
1. Course name: **Grammar and medical vocabulary 1**
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 of studies**
6. Educational profile (general academic profile or practical profile): **general academic**
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): **30h of classes**
9. Number of ECTS credits: **3**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: **dr Michał Remiszewski**, rmichal@amu.edu.pl
11. Language of classes: **English**
12. Online learning – **no**

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

– Mastering the knowledge of forms concerning selected grammatical constructions.
– Mastering the rules of use - within specific registers and contexts - concerning selected grammatical constructions.
– Mastering the skill of applying the knowledge of forms and use concerning selected grammatical structures in controlled exercises.
– Mastering the skill of using corpus-based tools in self-study and for verification of grammatical accuracy.
– Mastering the skill of analyzing English texts in terms of their grammatical structure.
– Acquiring basic medical terminology and vocabulary

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): **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	identify forms concerning selected grammatical constructions.	KW_04, KW_05
EU_02	apply the knowledge of forms and use concerning selected grammatical structures in controlled exercises	KW_05, K_U07
EU_03	use corpus-based tools in self-study and for verification of grammatical accuracy	K_U07
EU_04	analyze English texts in terms of their grammatical structure	KW_05, K_U07
EU_05	communicate with use of basic medical terminology	K_U05, K_U07

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

Course learning content:	Course learning outcome symbol (EU)
Providing theoretical background and principles of use of sellected grammatical aspects: tenses: Simple Present vs. Present Cont.; Tenses: Speaking about the future; Tenses: Simple Past vs Past Cont.; Tenses: Present Perfect; Tenses: Present Perfect (2) – all aspects plus contrasts with Simple Past (PLUS: since, ago, for how long, etc.); Tenses: Present Perfect Cont. (vs. other tenses) Tenses: Past Perfect (vs. other tenses); Tenses: Past Perfect and Past Perfect Cont (vs. other tenses); Nouns	EU_01-02

and noun phrases; Pronouns; Number and quantity; Quantifiers and demonstratives; Articles; Infinitive vs Gerund; Reported speech – Time sequence; Providing theoretical background and principles of use of the structures listed above.	
Grammar tasks aiming to develop and assess students' skill of using language structures and applying correct grammatical principles: paraphrase, gap-fill, understanding written texts, word formation, multiple choice tests and error correction tasks.	EU_01-02
Using corpora available at https://www.english-corpora.org/coca/	EU_03
Working with authentic English texts.	EU_04
Basic medical vocabulary and terminology: Basics; Medical and paramedical personel and places; Education and training; Systems, diseases and symptoms	EU_05

5. Reading list:

Check your English vocabulary for medicine. Academic workbook. (3rd edition.) London: A&C Black.

Foley, Mark, Hall, Diane. 2012. *My Grammar Lab. Advance*d. Pearson.

Gethin, H. 1992. *Grammar in Context. Proficiency Level English*. Nelson.

Glendinning, Eric H. and Ron Howard. 2007. *Professional English in Use. Medicine*. Cambridge: Cambridge University Press.

Glendinning, Eric H. and Beverly A. S. Holmström. 2005. *English in Medicine. A course in communication skills* (3rd edition.) Cambridge: Cambridge University Press.

Krzyżanowski, Henryk. 2014. *Sto testów z gramatyki angielskiej*. Morpho.

McCullagh, Marie and Ros Wright s. 2007. *Good practice student's book: Communication skills in English for the medical practitioner.* Cambridge: Cambridge University Press.

Scheffler, P. 1996. *Gramatyka języka angielskiego w zdaniach do tłumaczenia*. Altravox Press.

Side, R. & Wellman G. 1999. *Grammar & vocabulary for Cambridge Advanced & Proficiency*. Longman.

Swan, M. 2005. *Practical English Usage. Second Edition.* OUP.

Swan, M. & Walter, C. 2011. *Oxford English Grammar Course*. Advanced. OUP.

Vince, Michael. 2008. *Macmillan English Grammar in Context*. Macmillan Education.

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	
Interactive lecture	X
Problem – based lecture	
Discussions	X
Text-based work	
Case study work	
Problem-based learning	
Educational simulation/game	X

Task – solving learning (eg. calculation, artistic, practical tasks)	
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	
Written exam	X	X		X	X	
Oral exam						
Open book exam						
Written test	X	X		X	X	
Oral test						
Multiple choice test						
Project						
Essay						
Report						
Individual presentation						
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		30
Independent study*	Preparation for classes	30
	Reading for classes	15
	Essay / report / presentation / demonstration preparation, etc.	
	Project preparation	
	Term paper preparation	
	Exam preparation	15
	Other (please specify) -	
	…	
Total hours		90

Total ECTS credits for the course	3

* 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 identify forms concerning selected grammatical constructions; apply the knowledge of forms and use concerning selected grammatical structures in controlled exercises; communicate with use of basic medical terminology

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