SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **Reading and writing academic popular and scientific texts**
2. Course code:
3. Course type (compulsory or optional): **compulsory**
4. Study programme name: 2MA
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): **2MA**
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:
11. Language of classes: **English**
12. Online learning – yes (partly – online / fully – online) / **no**: no

II. Detailed information

1. Course aim (aims):

- To familiarise students with the complex character of communication about health/disease in scientific and popular contexts
- To develop their skills of identifying relevant scientific and popular genres as well as the strategies of their reading and writing
- To acquaint students with the contextual grounding of the production, use and reception of selected popular and scientific genres with reference to their media and audience

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	discuss the complex character of communication about health/disease in scientific and popular context	K_W02-05, K_W09
EU_02	distinguish characteristic features of scientific and popular discourse as well as its characteristic genres	K_W02-05, K_W16, K_U05
EU_03	identify the strategies of construction of selected popular and scientific genres as well as their rhetorical features	K_W16, K_U05
EU_04	contextualise the production, use and reception of selected popular and scientific genres with reference to their media and audience	K_W09, K_K09
EU_05	to design a mini-project on selected popular and scientific genres	K_W09, K_U04-05, K_U08, K_K09

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

Course learning content:	**Course learning outcome symbol (EU)**
Scientific and lay discourses - overview	EU_01-02
Scientific and lay discourses of health and disease	EU_01-02
Scientific discourse – genres (research article, review, case report, etc.) and features	EU_02-04
Research paper – history and development	EU_02-04
Popular discourse – genres (popularising article, leaflet, health-related campaigns) and features	EU_02-04
Reading and writing scientific texts – strategies	EU_02-05
Reading and writing popular texts - strategies	EU_02-05

Scientific and popular discourses - media	EU_04-05

5. Reading list:

- Albert, Tim. 2000. *The A-Z of medical writing*. London: BMJ Books.
- Edwards, Martin B. and Neville W. Goodman. 1997. *Medical writing. A prescription for clarity*. Cambridge: Cambridge University Press.
- Joubert, Pieter H. and Silvia M. Rogers. Strategic scientific and medical writing. The road to success.
- Matthews, Janice R. and Robert W. Matthews. 1996. *Successful scientific writing: A step-by-step guide for the biological and medical sciences*. Cambridge: Cambridge University Press.
- Rogers, Silvia M. Mastering scientific and medical writing. A self-help guide. Berlin: Springer.
- Stuart, Mark C. (ed.). 2007. *The complete guide to medical writing*. London: Pharmaceutical Press.
- Taylor, Robert B. 2005. *A clinician's guide to medical writing*. Berlin: Springer.

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	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	X
Sound and/or video demonstration	
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	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		30
Independent study*	Preparation for classes	10
	Reading for classes	15
	Essay / report / presentation / demonstration preparation, etc.	10
	Project preparation	
	Term paper preparation	10
	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 relevant scientific and popular genres as well as the strategies of their reading and writing; to discuss the contextual groundings of the production, use and reception of selected popular and scientific genres with reference to their media and audience

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