**COURSE OUTLINE**

1. **GENERAL**

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| **SCHOOL** | School of Health Sciences | | | | |
| **ACADEMIC UNIT** | Faculty of Medicine | | | | |
| **LEVEL OF STUDIES** | Undergraduate (1st cycle degree programme) | | | | |
| **COURSE CODE** | ΙΑΕ106 | **SEMESTER** | | **1st** | |
| **COURSE TITLE** | English for Academic Purposes | | | | |
| **INDEPENDENT TEACHING ACTIVITIES** *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits* | | | **WEEKLY TEACHING HOURS** | | **CREDITS** |
|  | | | 2 | | 2 |
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| *Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (4).* | | |  | |  |
| **COURSE TYPE**  *general background,  special background, specialised general knowledge, skills development* | General Background | | | | |
| **PREREQUISITE COURSES:** | It would be desirable for students to possess a B2+ level of English before attending the specific course. | | | | |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | English and/or Greek (if needed) | | | | |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | Yes | | | | |
| **COURSE WEBSITE (URL)** | https://ecourse.uoi.gr/enrol/index.php?id=265 | | | | |

1. **LEARNING OUTCOMES**

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| **Learning outcomes** | |
| *The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.*  *Consult Appendix A*   * *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* * *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* * *Guidelines for writing Learning Outcomes* | |
| Upon successful completion of the course, students are expected to have acquired:  A) **the required Knowledge** (in English) in order to be able to:   * comprehend the linguistic and discourse characteristics of the academic language related to Medical science (e.g. articles, scientific books, academic lectures, etc.), * develop orally a scientific medical topic with fluency, precision and clarity in a formal academic register, * compose a short and/or long written text with a critical approach and the appropriate scientific documentation, using valid sources and the appropriate medical academic terminology.   B) **the required Skills** (in English) in order to be able to:   * improve their intercultural skills so that they can communicate effectively in a multilingual and multicultural medical environment, * develop the appropriate learning strategies so that they can continue learning autonomously the medical, academic discourse, even after the completion of their studies.   C) **the required Competences** (in English) in order to be able to:   * seek and critically evaluate the appropriate written and electronic sources (e.g. articles and research studies), * compose technical texts relevant to their science, * write motivation/cover letters for a (possible) future application for a postgraduate/doctorate programme of studies, * comprehend and produce academic articles, as well as submit research proposals. | |
| **General Competences** | |
| *Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?* | |
| *Search for, analysis and synthesis of data and information, with the use of the necessary technology*  *Adapting to new situations*  *Decision-making*  *Working independently*  *Team work*  *Working in an international environment*  *Working in an interdisciplinary environment*  *Production of new research ideas* | *Project planning and management*  *Respect for difference and multiculturalism*  *Respect for the natural environment*  *Showing social, professional and ethical responsibility and sensitivity to gender issues*  *Criticism and self-criticism*  *Production of free, creative and inductive thinking*  *……*  *Others…*  *…….* |
| * Search for, analysis and synthesis of data and information, with the use of the necessary technology * Adapting to new situations * Working independently * Team work * Working in an international environment * Working in an interdisciplinary environment * Production of new research ideas * Respect for difference and multiculturalism * Showing social, professional and ethical responsibility and sensitivity to gender issues * Criticism and self-criticism * Production of free, creative and inductive thinking * Research skills development | |

1. **SYLLABUS**

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| **TOPICS**  The academic organisation of the university environment – History of Medicine & Medical Myths – Ethics & Deontology – Anatomical Terminology – Medical Specialties – Cell – Tissue – Biochemistry (Proteins & Enzymes) – Blood  **LANGUAGE FEATURES**  Passive Voice – Lexical density (Derivatives & Nominalisation) – Hedging expressions (Modal verbs & hedging phrases) – Prepositions – Participles & Gerunds – Reduced relative clauses – Reporting verbs. Familiarisation with the medical academic vocabulary (based on a corpus of medical texts).  **THE STRUCTURE AND CONTENT OF THE MEDICAL RESEARCH PAPER** (Title, Abstract, Methodology, Graph Description, Results, Discussion, References). |

1. **TEACHING and LEARNING METHODS - EVALUATION**

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| **DELIVERY** *Face-to-face, Distance learning, etc.* | Face-to-face teaching (lectures, interactive teaching) |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY** *Use of ICT in teaching, laboratory education, communication with students* | Use of the University e-course (Moodle) Course Management platform, which supports asynchronous e-learning services.  Use of a wide variety of ICT tools both for teaching/learning purposes as well as for teacher-student communication, e.g. **Kahoot, padlet, google forms, power-point, prezi, youtube videos, infographics, writing for the Wikipedia, google classroom tools, Skype, online dictionaries, questbase, etc.** |
| **TEACHING METHODS**  *The manner and methods of teaching are described in detail.*  *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.*  *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS* | |  |  | | --- | --- | | ***Activity*** | ***Workload of each students group (two groups per semester)*** | | Lectures, individual and team activities in class | 13\*2= 26 | | Self-study, homework | 13\*1.5 = 19.5 | | Semester group project | 13\*1.5 = 19.5 | | Final written exam at the end of the semester | 2 | | Total ECTS | ***67*** | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |
| **STUDENT PERFORMANCE EVALUATION**  *Description of the evaluation procedure*  *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other*  *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | **Language of Evaluation**: English  **Methods of evaluation**:  - summative assessment  - a semester written project presented in class  - evaluation of oral and written participation in language activities in class.    The final written exam includes:  - multiple choice questions, short answer questions, short graph description.  All the above are taken into account into the final course grade. |

1. **ATTACHED BIBLIOGRAPHY**

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| *Teaching - study material:*  1) McCullagh, M., Wright, R. and P. Fitzgerald (2009). *English for Medicine in Higher Education Studies - Course Book with audio CDs.* Reading, UK : Garnet Publishing  2) Slaght, J. and P. Harben (2006). *English for academic study: reading: course book*. Reading, UK : Garnet Publishing  3) A. David and L. Karen (2018). Αγγλική Ορολογία στις Βιοϊατρικές Επιστήμες. Nicosia, Cyprus: Broken Hill Publishers.  4) Ehrlich, A. and C.L. Schroeder, (2005). Medical terminology for health professions [with CD].  Clifton Park, NY: Thomson/Delmar Learning.  5) Davies , Juanita J. (2008). *Essentials of medical terminology [with CD]*. Clifton Park, NY:  Thomson/Delmar Learning.  6) Glendinning,E.H., Holmstrom, B.A.S. (2005). *English in medicine: a course in communication* skills.  Cambridge, U.K.: Cambridge University Press.  7) Glendinning, E.H., Howard, R. (2007). *Professional English in use. Medicine*. New York: Cambridge  University Press.  8) Πανουτσόπουλος Γ.. (2008). Αγγλική Ιατρική Ορολογία για Επιστήμες Υγείας, ΕΚΔΟΣΕΙΣ ΔΙΣΙΓΜΑ.  9) Μιχαηλίδης, Γ. και Ν. Βέζου-Μαγκούτη (2005). ΑΓΓΛΟΕΛΛΗΝΙΚΟ ΕΛΛΗΝΟΑΓΓΛΙΚΟ ΛΕΞΙΚΟ ΤΩΝ ΙΑΤΡΙΚΩΝ ΟΡΩΝ. Αθήνα: Ιατρικές Εκδόσεις Κωνσταντάρας.  10) Κατούλης Α. (1997). Dorland’s Ιατρικό Λεξικό – Αγγλοελληνικό & Ελληνοαγγλικό. Nicosia-Cyprus: BROKEN HILL PUBLISHERS LTD, 1997  Instructor’s digital notes. |