



# Course Specification

## (Bachelor)

Course Title: **Medical English**

Course Code: **ELCM2001**

Program: **Bachelor's in Medicine and Dentistry Colleges**

Department: **English Language Institute**

College: **English Language Institute**

Institution: **Umm Al Qura University**

Version: **3**

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Ministry Of Education Umm Al-Qura University	وزارة التعليم جامعة أم القرى
University Vice Presidency For Academic Affairs English language Institute	وكالة الجامعة للشؤون الأكاديمية معهد اللغة الإنجليزية



## Table of Contents

<b>A. General information about the course:</b> .....	3
<b>B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods</b> .....	4
<b>C. Course Content</b> .....	9
<b>D. Students Assessment Activities</b> .....	11
<b>E. Learning Resources and Facilities</b> .....	11
<b>F. Assessment of Course Quality</b> .....	12
<b>G. Specification Approval</b> .....	12





## A. General information about the course:

### 1. Course Identification

1. Credit hours: ( 4 )

#### 2. Course type

A.  University  College  Department  Track  Others  
B.  Required  Elective

3. Level/year at which this course is offered: ( Level 3 )

#### 4. Course General Description:

Medical English is an English for Specific Purposes (ESP) course. All students who are admitted to the Bachelor's in Medicine and Dentistry Departments are required to take this course in the third semester of the first year of their program. The course is offered in 10 weeks with a 16-hour-per week teaching plan covering a wide range of topics relevant to medical English. It also intends to develop students' knowledge and ability of English language in all major skills which include reading, writing, listening, and speaking, as well as in sub-skills including vocabulary, and pronunciation.

#### 5. Pre-requirements for this course (if any):

English Language 1 (Code: ELCM1101) & English Language 2 (Code: ELCM1102)

#### 6. Co-requisites for this course (if any):

#### 7. Course Main Objective(s):

The main objective of the course is to provide students with the specific English in the medical field including medical terminology, linguistic knowledge and communicative skills.

### 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	12 hours per week	75%
2	E-learning	4 hours per week	25%
3	Hybrid	0	0



No	Mode of Instruction	Contact Hours	Percentage
	<ul style="list-style-type: none"> <li>Traditional classroom</li> <li>E-learning</li> </ul>		
4	Distance learning	0	0

### 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	(16 hours) X (10 Weeks)
2.	Laboratory/Studio	0
3.	Field	0
4.	Tutorial	0
5.	Others (specify)	0
<b>Total</b>		<b>160 hours</b>

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	<p>Recognize and understand key words when listening, including correct stress and pronunciation of key words and phrases and show understanding of the content of the course.</p> <p>- listen for the main ideas and understand details</p>		Strategies for listening exercises	<p>Formative and summative listening assessments</p> <p>Listening periodical examination</p>



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	<p>of talks, lectures, conversations, discussions and seminars</p> <ul style="list-style-type: none"> <li>- listen for and recognize fixed phrases from academic English and fixed phrases from medical English</li> <li>- recognize signpost language in a lecture</li> <li>- recognize stress within multi-syllable words; the use of stress for different purposes (e.g. giving an example, adding points, emphasizing a major point)</li> </ul>			
1.2	<p>Recognize and use vocabulary items in general and academic contexts, including:</p> <ul style="list-style-type: none"> <li>- learning to pronounce words with the international phonetic alphabet</li> <li>- being aware of related words and their meanings in different contexts</li> <li>- being aware of and building word families by using an English-English dictionary</li> </ul>		<p>Strategies for vocabulary building Dictionary skills</p>	<ul style="list-style-type: none"> <li>-Vocabulary quizzes</li> <li>-Formative and summative vocabulary tests</li> <li>-Assessment of vocabulary during speaking and writing as part of periodic and final examination</li> </ul>



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	<ul style="list-style-type: none"> <li>- understand synonyms, antonyms, hypernyms and vocabulary sets</li> <li>- using linking words to link ideas in a text, e.g. whereas, although, consequently</li> <li>- being aware of importance of linking words in academic texts, and develop their range and use</li> </ul>			
...				
<b>2.0</b>	<b>Skills</b>			
2.1.1	<p>demonstrate comprehension of simple and complex written texts through applying the skills of scanning, skimming, guessing from context and through recognizing linking words. - identifying main points of paragraphs, and making notes on the details to facilitate summarizing or paraphrasing later</p> <ul style="list-style-type: none"> <li>- identifying arguments and support</li> <li>- discerning attitude and stance in a text</li> </ul>		<p>Reading strategies Writing strategies Note-taking strategies</p>	<p>Formative and summative assessments Periodical and final examinations</p>



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	- recalling key information			
2.1.2	<p>Compose short texts and edit/revise work by: - studying an essay plan (descriptive, analytical, comparison, argumentative) and follow it to write an essay</p> <p>- using subject, verbs and complements correctly; use linking phrases to link ideas,</p> <p>- writing a summary, a mission statement, a case study, research questions, topic sentences and concluding paragraphs</p> <p>- learning to paraphrase and rewrite written texts from the active to the passive</p> <p>- writing citations and references for books, journals and websites</p> <p>- rereading and proofread to improve a finished text</p>		<p>Writing strategies</p> <p>Proofreading and editing strategies</p>	<p>Continuous writing assessment</p>
2.1.3	Communicate effectively in group		Speaking strategies	Speaking assessment



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	<p>discussions, presentations and while giving short talks by:</p> <ul style="list-style-type: none"> <li>- discussing familiar and unfamiliar topics and taking part in discussions and seminars on lecture topics and content</li> <li>- giving short presentations to pairs and the whole class and talking about research findings</li> </ul>		<p>Speaking and classroom discussion tasks</p>	
2.2	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>- learn to develop well-built arguments</li> <li>- learn to analyze sources of information when conducting research and interpret the results of a survey</li> <li>- understand the links between ideas</li> <li>- organize ideas in a logical, systematic way</li> </ul>		<p>Strategies for developing logical thought and critical thinking</p>	<p>Assessment of speaking and writing tasks</p>
2.3	<p><b>Communication, Information Technology, Numerical</b></p> <ul style="list-style-type: none"> <li>- research, discuss and present information</li> </ul>		<p>Pair and group work</p>	<p>Self-assessment and peer review</p> <p>Assessment of individual performance and</p>







Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	- describe and give personal opinions on a variety of topics - express general beliefs			performance within the group
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Foster academic integrity and develop life-long learning strategies to prepare students for academic study in the discipline of Medicine.		Reading, listening, speaking and writing strategies	Formative and summative assessments Periodical and final examinations
3.2	Develop students' ability to learn independently and assess their own Learning.		Self-study skills	Continuous assessment
3.3	Develop the ability to cooperate with and learn from peers.		Pair and group work Presentations Peer review	Assessment of individual performance and performance within the group

### C. Course Content

No	List of Topics	Contact Hours
1.	What is medicine? Background to the discipline Preparing for a lecture; Choosing a note-taking format; Listening and taking notes	13
2.	Achievements in medicine Cardiac surgery; Eradication of smallpox by vaccination Doing reading research; Using topic sentences to summarize texts	13



3.	<p>Basic principles in medicine Anatomy; Physiology Reporting information Asking for information</p>	13
4.	<p>Digital technologies in medicine Digital technologies (PACS, telemedicine, AI, DNA sequencing); Online research Reporting and asking for information</p>	13
5.	<p>Causes and effects of disease Causes and effects of different types of disease; Describing diseases in a global context Identifying signpost language in a lecture Interacting in a seminar</p>	13
6.	<p>Biology and pharmacology Cell structures and reproduction; Principles of pharmacology Finding the main information in a sentence Recognizing ellipsis</p>	13
7.	<p>Clinical setting: acute care Medicine in a hospital setting; Patient journey; Care cycle Identifying 'given' and 'new' information in a lecture Emphasizing information Asking for and giving clarification</p>	13
8.	<p>Clinical setting: primary care Preventative medicine: primary, secondary and tertiary; Screening programmes Planning a written assignment</p>	13
9.	<p>Non-clinical setting: public health Public health medicine; Obesity Using the Cornell note-taking system Recognizing digressions in a lecture Referring to other people's ideas</p>	13
10.	<p>Evidence-based practice in medicine Providing evidence for specific treatments; Using evidence effectively in practice Identifying the parts of a long sentence Constructing long sentences Writing a bibliography/reference list</p>	13
11.	<p>Ethical issues in medicine Principles of medical ethics; Informed consent and patient autonomy</p>	13





	<p>Research governance Writing out notes in full Building an argument in a seminar Linking to a previous point</p>	
12.	<p>The future of medicine New technology in medicine; Microbiology and genetic research; Ethnic minority representation in clinical trials Referring to other people's ideas in writing Writing a research report</p>	13
<b>Total</b>		<b>160</b>

#### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Periodic Exam 1	The 4 <sup>th</sup>	15
2.	Periodic Exam 2	The 8 <sup>th</sup>	15
3.	Writing assessment	from the 1 <sup>st</sup> to the 10 <sup>th</sup>	10
4.	Speaking assessment	from the 1 <sup>st</sup> to the 10 <sup>th</sup>	10
5.	Vocabulary project	The 9 <sup>th</sup>	5
6.	Writing Final Exam	The 11 <sup>th</sup>	5
7.	Final Exam	The 11 <sup>th</sup>	40
	<b>Total</b>		<b>100</b>

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

#### E. Learning Resources and Facilities

##### 1. References and Learning Resources

Essential References	<i>English for Medicine in Higher Education 2nd Edition</i>
Supportive References	
Electronic Materials	<i>English for Medicine in Higher Education eBook; English for Medicine in Higher Education digital Workbook; Quizlet study sets</i>
Other Learning Materials	

##### 2. Required Facilities and equipment



Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	<b>Classrooms</b>
<b>Technology equipment</b> (projector, smart board, software)	<b>data show &amp; Smart Board</b>
<b>Other equipment</b> (depending on the nature of the specialty)	<b>Blackboard</b>

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Faculty members University students	Direct: Course reports Direct: Evaluation surveys
Effectiveness of Students assessment	Faculty members University students	Direct: Course reports Direct: Evaluation surveys
Quality of learning resources	Faculty members University students	Direct: Course reports Direct: Evaluation surveys
The extent to which CLOs have been achieved	Faculty members University students	Direct: Course reports Direct: Evaluation surveys
Other		

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewers, Others (specify))

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	<b>Curriculum committee</b>
<b>REFERENCE NO.</b>	2401100726
<b>DATE</b>	05/11/2024

