



Ministry Of Education Umm Al-Qura University	وزارة التعليم جامعة أم القرى
University Vice Presidency for Educational Affairs English language Centre	وكالة الجامعة للشؤون التعليمية مركز اللغة الإنجليزية

## Course Specifications

<b>Course Title:</b>	Medical English
<b>Course Code:</b>	ELCM2001
<b>Program:</b>	Bachelor's in Medicine and Dentistry Colleges
<b>Department:</b>	English Language Centre
<b>College:</b>	English Language Centre
<b>Institution:</b>	Umm Al Qura University

## Table of Contents

<b>A. Course Identification</b> .....	<b>3</b>
6. Mode of Instruction (mark all that apply).....	3
<b>B. Course Objectives and Learning Outcomes</b> .....	<b>3</b>
1. Course Description.....	3
2. Course Main Objective.....	3
3. Course Learning Outcomes.....	4
<b>C. Course Content</b> .....	<b>5</b>
<b>D. Teaching and Assessment</b> .....	<b>6</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods .....	6
2. Assessment Tasks for Students .....	8
<b>E. Student Academic Counseling and Support</b> .....	<b>8</b>
<b>F. Learning Resources and Facilities</b> .....	<b>8</b>
1. Learning Resources.....	9
2. Facilities Required .....	9
<b>G. Course Quality Evaluation</b> .....	<b>9</b>
<b>H. Specification Approval Data</b> .....	<b>9</b>

## A. Course Identification

<b>1. Credit hours:</b> 4
<b>2. Course type</b>
a. University <input type="checkbox"/> College <input checked="" type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Level 3
<b>4. Pre-requisites for this course (if any):</b>
English Language 1 & English Language 2
<b>5. Co-requisites for this course (if any):</b>

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	12 hours per week	75%
2	Blended	16 hours per week	100%
3	E-learning	4 hours per week	25%
4	Distance learning	0	0
5	Other	0	0

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	(16 hours) X (10 weeks)
2	Laboratory/Studio	0
3	Tutorial	0
4	Others (specify)	0
	<b>Total</b>	160 hours

## B. Course Objectives and Learning Outcomes

### 1. Course 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 fourth semester of the second 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.

### 2. Course Main Objective

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.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<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> <ul style="list-style-type: none"> <li>- listen for the main ideas and understand details of talks, lectures, conversations, discussions and seminars</li> <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> <li>- understand synonyms, antonyms, hypernyms and vocabulary sets</li> <li>- using linking words to link ideas in a text, e.g. <i>whereas, although, consequently</i></li> <li>- - being aware of importance of linking words in academic texts, and develop their range and use</li> </ul>	
2	<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.</p> <ul style="list-style-type: none"> <li>- identifying main points of paragraphs, and making notes on the details to facilitate summarizing or paraphrasing later</li> <li>- identifying arguments and support</li> <li>- discerning attitude and stance in a text</li> <li>- recalling key information</li> </ul>	
2.1.2	<p>Compose short texts and edit/revise work by:</p> <ul style="list-style-type: none"> <li>- studying an essay plan (descriptive, analytical, comparison, argumentative) and follow it to write an essay</li> <li>- using subject, verbs and complements correctly; use linking phrases to link ideas,</li> <li>- writing a summary, a mission statement, a case study, research questions, topic sentences and concluding paragraphs</li> <li>- learning to paraphrase and rewrite written texts from the active to the passive</li> <li>- writing citations and references for books, journals and websites</li> <li>- rereading and proofread to improve a finished text</li> </ul>	
2.1.3	<p>Communicate effectively in group 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>	
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>	
2.3	<p><b>Communication, Information Technology, Numerical</b></p> <ul style="list-style-type: none"> <li>- research, discuss and present information</li> </ul>	

CLOs		Aligned PLOs
	- describe and give personal opinions on a variety of topics - express general beliefs	
<b>3</b>	<b>Values:</b>	
3.1	Foster academic integrity and develop life-long learning strategies to prepare students for academic study in the discipline of Medicine.	
3.2	Develop students' ability to learn independently and assess their own learning.	
3.3	Develop the ability to cooperate with and learn from peers.	

### 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	Basic principles in medicine Anatomy; Physiology Reporting information Asking for information	13
4	Digital technologies in medicine Digital technologies (PACS, telemedicine, AI, DNA sequencing); Online research Reporting and asking for information	15
5	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	13
6	Biology and pharmacology Cell structures and reproduction; Principles of pharmacology Finding the main information in a sentence Recognizing elipsis	13
7	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	13
8	Clinical setting: primary care Preventative medicine: primary, secondary and tertiary; Screening programmes Planning a written assignment	15
9	Non-clinical setting: public health Public health medicine; Obesity	13

	Using the Cornell note-taking system Recognizing digressions in a lecture Referring to other people's ideas	
10	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	13
11	Ethical issues in medicine Principles of medical ethics; Informed consent and patient autonomy Research governance Writing out notes in full Building an argument in a seminar Linking to a previous point	13
12	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	13
<b>Total</b>		<b>160</b>

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
1.1	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. - listen for the main ideas and understand details of talks, lectures, conversations, discussions and seminars - listen for and recognize fixed phrases from a academic English and fixed phrases from medical English - recognize signpost language in a lecture - recognize stress within multi-syllable words; the use of stress for different purposes (e.g. giving an example, adding points, emphasizing a major point)	Strategies for listening exercises	Formative and summative listening assessments  Listening periodical examination
1.2	Recognize and use vocabulary items in general and academic contexts, including: - learning to pronounce words with the international phonetic alphabet - being aware of related words and their meanings in different contexts - being aware of and building word families by using an English-English dictionary	Strategies for vocabulary building Dictionary skills	Vocabulary quizzes Formative and summative vocabulary tests Assessment of vocabulary during speaking and writing as part of periodical

Code	Course Learning Outcomes	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. <i>whereas, although, consequently</i></li> <li>- being aware of importance of linking words in academic texts, and develop their range and use</li> </ul>		and final examination
<b>2.0</b>	<b>Skills</b>		
2.1.1	<p>Demonstrate comprehension of simple and complex written texts at the B1 level through applying the skills of scanning, skimming, guessing from context and through recognizing linking words.</p> <ul style="list-style-type: none"> <li>- identifying main points of paragraphs, and making notes on the details to facilitate summarizing or paraphrasing later</li> <li>- identifying arguments and support</li> <li>- discerning attitude and stance in a text</li> <li>- recalling key information</li> </ul>	<p>Reading strategies Writing strategies Note-taking strategies</p>	<p>Formative and summative assessments Periodical and final examinations</p>
2.1.2	<p>Compose short texts and edit/revise work by:</p> <ul style="list-style-type: none"> <li>- studying an essay plan (descriptive, analytical, comparison, argumentative) and follow it to write an essay</li> <li>- using subject, verbs and complements correctly; use linking phrases to link ideas,</li> <li>- writing a summary, a mission statement, a case study, research questions, topic sentences and concluding paragraphs</li> <li>- learning to paraphrase and rewrite written texts from the active to the passive</li> <li>- writing citations and references for books, journals and websites</li> <li>- rereading and proofread to improve a finished text</li> </ul>	<p>Writing strategies Proofreading and editing strategies</p>	<p>Continuous writing assessment</p>
2.1.3	<p>Communicate effectively in group 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> </ul> <p>giving short presentations to pairs and the whole class and talking about research findings</p>	<p>Speaking strategies Speaking and classroom discussion tasks</p>	<p>Speaking assessment</p>
2.2	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>- develop well-built arguments</li> <li>- 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>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	- describe and give personal opinions on a variety of topics - express general beliefs		Assessment of individual performance and performance within the group
<b>3.0</b>	<b>Values</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

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Periodical Exam 1	The 4 <sup>th</sup>	15
2	Periodical 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
	Total		100

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

## E. Student Academic Counseling and Support

### Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

Course instructors are ready to answer all students' queries during their lectures or during office hours and they can be reached by personal meeting, e-mails, WhatsApp or telegram.

- All students have the e-mail and office hours of the course instructor through student handouts distributed to the student at the beginning of each semester.

## F. Learning Resources and Facilities



## 1. Learning Resources

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

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	data show & Smart Board
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Blackboard

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources.	Faculty members	Direct: Course reports
Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources.	University students	Direct: Evaluation surveys

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

<b>Council / Committee</b>	Curriculum and Accreditation Committees
<b>Reference No.</b>	
<b>Date</b>	22 May 2022