

Faculty of Medicine / PHARMACY / ENGLISH LANGUAGE

<b>Course:</b>	ENGLISH LANGUAGE			
<b>Course ID</b>	<b>Course status</b>	<b>Semester</b>	<b>ECTS credits</b>	<b>Lessons</b> (Lessons+Exercises+Laboratory)
10732	Mandatory	2	2	2+1+0
<b>Programs</b>	PHARMACY			
<b>Prerequisites</b>	None			
<b>Aims</b>	Knowledge of Medical English grammatical structures and medical terminology; effective use of English in medical context; ability to read and understand medical literature in English.			
<b>Learning outcomes</b>	At the end of this course student will be able to: - use research questions to focus on relevant information - recognize the writer's stance and level of confidence/tentativeness - make effective contributions to a seminar - ask for clarification - formulating questions - report findings from other sources - avoiding plagiarism.			
<b>Lecturer / Teaching assistant</b>	Prof. dr Nataša Kostić, dr Dragana Čarapić			
<b>Methodology</b>	Lectures and seminars.			
<b>Plan and program of work</b>				
Preparing week	Preparation and registration of the semester			
I week lectures	Biology, biochemistry and pharmacology			
I week exercises	Biology, biochemistry and pharmacology			
II week lectures	Identifying subject-verb-object in long sentences			
II week exercises	Subject-verb-object in long sentences and paraphrasing			
III week lectures	Understanding and writing complex sentences			
III week exercises	Understanding and writing complex sentences			
IV week lectures	Clinical setting: acute care			
IV week exercises	Clinical setting: acute care			
V week lectures	Sequencing information in sentences			
V week exercises	Sequencing information in sentences: fixed phrases			
VI week lectures	Giving sentences a special focus; making effective contribution to a seminar			
VI week exercises	Giving sentences a special focus; making effective contribution to a seminar			
VII week lectures	Clinical setting: primary care			
VII week exercises	Essay types; complex sentences within passives			
VIII week lectures	Passives in dependent clauses; essay plans			
VIII week exercises	Passives in dependent clauses; essay plans			
IX week lectures	Writing complex sentences			
IX week exercises	Writing essay plans and writing essays			
X week lectures	Non-clinical setting: public health			
X week exercises	Public health: medical terms			
XI week lectures	Using the Cornell note-taking system			
XI week exercises	Using the Cornell note-taking system			
XII week lectures	Recognizing digression; writing source references			
XII week exercises	Recognizing digression; writing source references			
XIII week lectures	Evidence-based medicine			
XIII week exercises	Evidence-based medicine			
XIV week lectures	Identifying stance and level of confidence; inferring implicit ideas			
XIV week exercises	Identifying stance and level of confidence; inferring implicit ideas			

XV week lectures	Situation-problem-solution-evaluation essays					
XV week exercises	Situation-problem-solution-evaluation essays					
<b>Student workload</b>	Per week: 3 credits x 40/30=4 hours 1,5 hours of theoretical classes 45 minutes of practical classes 1 hour and 45 minutes of independent work, including consultations. Classes and final exam: 4 hours x 16 =64 hours Necessary preparation before the beginning of the semester (administration, registration, certification): 4 hours x 2 =8 hours Total workload for the subject: 3 x 30=90 hours Additional work for exam preparation in the preparing exam period, including taking the remedial exam (remaining time from the first two items to the total load for the item) - 18 hours Workload structure: 64 hours (courses), 8 hours (preparation), 18 hours (additional work)					
<b>Per week</b>			<b>Per semester</b>			
2 credits x 40/30=2 hours and 40 minuts 2 sat(a) theoretical classes 0 sat(a) practical classes 1 excercises <b>-1 hour(s) i 40 minuts</b> of independent work, including consultations			Classes and final exam: <b>2 hour(s) i 40 minuts x 16 =42 hour(s) i 40 minuts</b> Necessary preparation before the beginning of the semester (administration, registration, certification): <b>2 hour(s) i 40 minuts x 2 =5 hour(s) i 20 minuts</b> Total workload for the subject: <b>2 x 30=60 hour(s)</b> Additional work for exam preparation in the preparing exam period, including taking the remedial exam from 0 to 30 hours (remaining time from the first two items to the total load for the item) <b>12 hour(s) i 0 minuts</b> Workload structure: <b>42 hour(s) i 40 minuts (cources), 5 hour(s) i 20 minuts (preparation), 12 hour(s) i 0 minuts (additional work)</b>			
<b>Student obligations</b>			Regular class attendance, participation in discussions, homework and presentations.			
<b>Consultations</b>			kostic@ucg.ac.me			
<b>Literature</b>			-Patrick Fitzgerald, Marie McCullagh and Ros Wright (2010) English for Medicine in Higher Education Studies. Garnet Edu. (Units 6–10). - Oxford Concise Medical Dictionary (2003), OUP. - Cambridge Advanced Learner's Dictionary (2013), CUP.			
<b>Examination methods</b>			- Presentations: 30 points; - activity in class: 10 points; - final exam: 60 points			
<b>Special remarks</b>			-			
<b>Comment</b>			Lectures and seminars are in English.			
<b>Grade:</b>	F	E	D	C	B	A
<b>Number of points</b>	less than 50 points	greater than or equal to 50 points and less than 60 points	greater than or equal to 60 points and less than 70 points	greater than or equal to 70 points and less than 80 points	greater than or equal to 80 points and less than 90 points	greater than or equal to 90 points