

In the name of Almighty



## Tabriz University of Medical Sciences

Education Development Office (EDO)-Education Vice Dean Administrative

Faculty of Health (FoH)

Lesson plan for the course of **English for Academic Purposes** for the **students of Master of Science in Public Health Education & Promotion** at **MSPH** level.

The students' affiliated department name **Health Education and Promotion**

Academic year **97-98** Semester 1<sup>st</sup>  2<sup>ed</sup>  Summer

### 1. The lecturer's specifications

Name & Family name:	The affiliated department:	Academic rank:
Abdolreza Shaghaghi	Health Education and Promotion (HEP)	Professor
The affiliated university:	The affiliated faculty:	The faculty room number:
Tabriz University of Medical Sciences	Faculty of Health (FoH)	HEP D - Room No 314
Highest Academic Degree Obtained:	Field of Study:	Telephone number:
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### 2. The course specifications

The course title:	English for Academic Purposes		
The course credit: 2 T	The course venue: HEP D -Conference room 1		
The course type:	Practical <input type="checkbox"/>	Theoretical <input checked="" type="checkbox"/>	Fieldwork <input type="checkbox"/> Internship <input type="checkbox"/>
Prerequisite course:	Required <input type="checkbox"/> Not required <input checked="" type="checkbox"/>	The number of course sessions: 16	
The number of field work/internship hours:	-		

### 3. The learners' details:

Field of study:	Expected degree Level:	Number of learners:
Public Health Education & Promotion	MSc	6

**The course main goal:** To develop the learners' abilities in use of the conventions of academic English and enhance their language receptive (reading, listening) and productive (speaking, writing) skills by engaging them in communicative classes and self-study.

#### **The course objectives:**

1. To improve students' abilities in use of academic listening strategies; including prediction, identification of main ideas and meaning of specific and widely used medical and allied health terms.
2. To improve students general and academic spoken English abilities.
3. To expand students' knowledge about phonetic differences between spoken and written American and British academic English.
4. To improve students' abilities in appropriate and accurate pronunciation of medical and allied health terms and increase their fluency in use of basic and moderately complex English language rules in analyzing medical terms structure.
5. To boost students' verbal and writing abilities in connecting ideas in paragraph like discourses.
6. To increase students' knowledge about pre-reading and reading strategies i.e. scanning, annotating, predicting for identifying stated or implied main ideas in medical and allied health texts.
7. To familiar students with the strategies of ascertaining meanings from unfamiliar vocabularies in medical and allied health contexts.
8. To expand students' capabilities of composing complex sentences using structural conventions of written academic English including proper punctuation.
9. To prepare students for giving an oral academic presentation in English.

**Teaching style:** The hybrid style including use of the aural, verbal and visual strategies, use of the Task Based Language Learning (TBLL) and Lexical approaches and also dissemination of inter/intra personal learning activities.

**Learners' tasks:** cooperative learning activities, self-study and practice, preparation for performing classroom and homework, out-of-class English language learning activities, performing web-based computer-assisted English language learning (WBCALL) activities.

**The learners' assessment/evaluation method(s):** Formative and summative assessment including assessment of attendance and timekeeping, learner participation in class activities, learner progress in doing self-learning and collaborative learning activities.

**The mid/final exams' structure and questions distribution:** The final exam will include open/close ended questions from the topics/texts discussed in the whole semester sessions that determine 12/20 score of the student total grade. The students' whole term quizzes scores will appoint 5/20 and class activities 3/20 of their total grade.

### References:

1. Introduction to Medical Terminology.[Cited 11 Sep 2010]. Available from: [http://docs.google.com/viewer?a=v&q=cache:Z6va4cc2A9oJ:www.delmarlearning.com/samplechapters/dl\\_display\\_sampchap.aspx%3Fisbn%3D1401873812%26cid%3D3+An+introduction+to+medical+terminology&hl=en&pid=bl&srcid=ADGEEShFvoZsYllwL3uZ820jvshaINwQcSxodB7bOhvIwN\\_cBv3mpDq9DdYkkPc8dbrOafSbtSBstlDsxckImDoHnDd41TuWsJqojoPX4YfYifwI6c2nxPGkBp4\\_aLV8V161JfqEah6p&sig=AHIEtbSsDOJX04F5k2tawsyIj17sOnxiEA](http://docs.google.com/viewer?a=v&q=cache:Z6va4cc2A9oJ:www.delmarlearning.com/samplechapters/dl_display_sampchap.aspx%3Fisbn%3D1401873812%26cid%3D3+An+introduction+to+medical+terminology&hl=en&pid=bl&srcid=ADGEEShFvoZsYllwL3uZ820jvshaINwQcSxodB7bOhvIwN_cBv3mpDq9DdYkkPc8dbrOafSbtSBstlDsxckImDoHnDd41TuWsJqojoPX4YfYifwI6c2nxPGkBp4_aLV8V161JfqEah6p&sig=AHIEtbSsDOJX04F5k2tawsyIj17sOnxiEA)
2. Tahririan MH, Mehrabi F. English for the students of Medicine (II).Tehran: SAMT; 2007

### The course outline

Session	Session educational topics	Educational objectives	Learning domain(s)/taxonomy(ies)*
1	Pre-test: to assess current knowledge of students, the components of medical terms Using prefixes, suffixes and combining forms to write medical terms	OBJECTIVE 1, 2, 3, 4, 5, 6, 7, 8	COG: understanding AFECT: organization PSYCHO: perception
2	Using prefixes, suffixes and combining forms to write medical terms Application of medical & public health related terms in corresponding texts	OBJECTIVE 1, 2, 3, 4, 5, 6, 7, 8	COG: understanding AFECT: organization PSYCHO: perception
3	Application of medical & public health related terms in corresponding texts: education for health	OBJECTIVE 1, 2, 3, 4, 5, 6, 7, 8	COG: understanding AFECT: organization PSYCHO: perception
4	Application of medical & public health related terms in corresponding texts: relation of nutrition to health	OBJECTIVE 1, 2, 3, 4, 5, 6, 7, 8	COG: understanding AFECT: organization PSYCHO: perception

5	Application of medical & public health related terms in corresponding texts: diet in the cities	OBJECTIVE 1, 2, 3, 4, 5, 6, 7, 8	COG: understanding AFECT: organization PSYCHO: perception
6	Reading and understanding public health related texts: vitamin deficiency	OBJECTIVE 1, 2, 3, 4, 5, 6, 7, 8	COG: understanding AFECT: organization PSYCHO: perception
7	Reading and understanding public health related texts: exercise	OBJECTIVE 1, 2, 3, 4, 5, 6, 7, 8	COG: understanding AFECT: organization PSYCHO: perception
8	Mid-term examination	OBJECTIVE 1, 2, 3, 4, 5, 6, 7, 8	COG: understanding AFECT: organization PSYCHO: perception
9	Reading and understanding public health related texts: behavioral sciences in medical education	OBJECTIVE 1, 2, 3, 4, 5, 6, 7, 8	COG: understanding AFECT: organization PSYCHO: perception
10	Reading and understanding public health related texts: Iron deficiency in the young athlete	OBJECTIVE 1, 2, 3, 4, 5, 6, 7, 8	COG: understanding AFECT: organization PSYCHO: perception
11	Reading and understanding public health related texts: diabetes	OBJECTIVE 1, 2, 3, 4, 5, 6, 7, 8	COG: understanding AFECT: organization PSYCHO: perception
12	Reading and understanding public health related texts: immunity	OBJECTIVE 1, 2, 3, 4, 5, 6, 7, 8	COG: understanding AFECT: organization PSYCHO: perception
13	Reading and understanding public health related texts: combating communicable diseases	OBJECTIVE 1, 2, 3, 4, 5, 6, 7, 8	COG: understanding AFECT: organization PSYCHO: perception
14	Reading and understanding public health related texts: parasitic infections and disease	OBJECTIVE 1, 2, 3, 4, 5, 6, 7, 8	COG: understanding AFECT: organization PSYCHO: perception
15	Reading and understanding public health related texts: pharmacology of ethanol	OBJECTIVE 1, 2, 3, 4, 5, 6, 7, 8	COG: understanding AFECT: organization PSYCHO: perception
16	How to prepare for an oral academic presentation	OBJECTIVE 9	COG: understanding AFECT: organization PSYCHO: perception
17	Final examination		
*	<b>Learning domains:</b> Cognitive (COG) including creating, evaluating, analyzing, applying and understanding taxonomies. Affective (AFECT) including internalizing values, organization, valuing, responding and receiving taxonomies. Psychomotor (PSYCHO) including origination, adaptation, complex overt response, mechanism, guided response, set and perception taxonomies.		

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