



Teaching Guide

| Identifying Data | | | | | 2018/19 |
|--------------------------|---|--------|-------------------|---------|---------|
| Subject (*) | English Language II | Code | 653491020 | | |
| Study programme | Mestrado Universitario en Xerontoloxía (Plan 2011) | | | | |
| Descriptors | | | | | |
| Cycle | Period | Year | Type | Credits | |
| Official Master's Degree | 2nd four-month period | First | Optional | 3 | |
| Language | English | | | | |
| Teaching method | Face-to-face | | | | |
| Prerequisites | | | | | |
| Department | Letras | | | | |
| Coordinador | Floyd Moore, Alan | E-mail | alan.floyd@udc.es | | |
| Lecturers | Floyd Moore, Alan | E-mail | alan.floyd@udc.es | | |
| Web | gerontologia.udc.es/docenciaL/postgrado_oficial/ingles1.php | | | | |
| General description | This subject will cover the needs of health science professionals specialising in the care of the elderly, in their day-to-day contact with English, whether with written texts or spoken situations, meeting with English-speaking professionals and patients. It also deals with some theoretical (lexical and syntactic) issues. | | | | |

Study programme competences

| Code | Study programme competences |
|------|--|
| A5 | Saber realizar procuras en bases de datos científicas, así como aplicar os resultados das mesmas na consecución de proxectos de investigación. |
| A7 | Ter os coñecementos suficientes para incorporarse como investigador en actividades de I+D+i. |
| A11 | Saber difundir os resultados obtidos na actividade asistencial a través das diferentes fontes de información xerontolóxicas e xeriátricas. |
| B6 | Ser capaz de incorporarse a calquera equipo de I+D+i. |
| B7 | Estar en disposición de realizar actividades asistenciais e investigadoras de xeito integral nos campos social, sanitario e sociosanitario. |
| C1 | Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma. |
| C2 | Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro. |
| C3 | Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida. |
| C4 | Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común. |
| C6 | Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse. |
| C8 | Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade. |

Learning outcomes

| Learning outcomes | Study programme competences | | |
|---|-----------------------------|-----|---------------------------------|
| Students should be able to read and understand relatively advanced written and spoken texts in English related to the field of Gerontology. | AR1 AC2 | BC1 | CC2 CC3 CC4 CC6 CC8 |
| Students should be able to produce orally and in written form write intermediate level texts about their speciality. | | | CC1 CC2 CC3 |
| Students should be able to discuss with ease topics related to their speciality in everyday situations in English either with their colleagues or patients. | AR1 | | CC2 |
| Students should be able to make oral presentations in English at post-intermediate level related to the subject of Gerontology. | AR3 | BR2 | CC2 |



| Contents | |
|---|---|
| Topic | Sub-topic |
| Introduction. English in Geriatrics and Gerontology. | Lexical and syntactic features (intermediate). Verb tenses and forms. "An Old Person I help to treat"; essay practice. Analysis and correction of mistakes. |
| Exercise and Old Age. Listening and reading comprehension of audio and audiovisual texts. Practice in presentations and compositions. Strategies for essays and presentations. | Listening Comprehension: audiovisual texts on the theme of exercise and old age. Presentation and essay practice. Presentation strategies. |
| Secrets of a long life. | Genetics, lifestyle and environmental factors. Teamwork with specialists in other areas. Reading comprehension: "Geriatric Interdisciplinary teams". |
| A Question of Age | Professional and Family Care. Old People's Homes and / or home care. Group discussion: "A Question of Age"; Placing and timing in the lives of the elderly. |
| The treatment of the elderly: medication. | Tasks, medication and over-medication. Lexical and syntactic features (intermediate). Part II. |
| Old age and the brain. Dementia and Alzheimer's Disease | Practical situations and problems. (part II) |

| Planning | | | | |
|--------------------------------|-----------------|----------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies | Ordinary class hours | Student's personal work hours | Total hours |
| Workbook | C2 | 0 | 8 | 8 |
| Collaborative learning | B6 B7 C2 | 3 | 0 | 3 |
| Oral presentation | C2 C3 C6 | 8 | 10 | 18 |
| Guest lecture / keynote speech | C4 C8 | 10 | 10 | 20 |
| Student portfolio | A5 A7 A11 C1 C2 | 0 | 16 | 16 |
| Supervised projects | A11 C2 C3 C6 C8 | 0 | 9 | 9 |
| Personalized attention | | 1 | 0 | 1 |

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|--------------------------------|--|
| Methodologies | Description |
| Workbook | Articles, texts and various 'hand outs' throughout the course. Videos and other audio and visual materials. |
| Collaborative learning | Pair- and group-work, with some use of ICT's where necessary. |
| Oral presentation | Oral presentations in class, without the use of written notes, backed up by PowerPoint or similar. One rehearsal during the course; the final presentación will take place towards the end of the four-month period. Possible structure (optinoal): TITLE SLIDE, CONTENTS, BODY, REVIEW AND CONCLUSIONS. |
| Guest lecture / keynote speech | Lectures given by both teachers: the teacher in charge of the subject and the language assistant. |
| Student portfolio | Written coursework, attendance and participation. |
| Supervised projects | Coursework, in the form of a written assignment (see "Personalised Attention"). |

| Personalized attention | |
|------------------------|-------------|
| Methodologies | Description |



| | |
|---------------------|---|
| Supervised projects | <p>Coursework assignment, monitored by and with the collaboration of teacher in charge of the subject. It consists of a written piece of work 6 - 7 pages in length, Times New Roman 12, double space. Topic in the field of geriatrics and gerontology. Students can choose title, but permission should be sought from the teacher in charge of the subject prior to writing the assignment. Teachers have the programme "Turnitin" in order to avoid plagiarism.</p> <p>This assignment will probably form the basis of the presentation in class, unless permission is expressly given.</p> |
|---------------------|---|

| Assessment | | | |
|---------------------|-----------------|--|---------------|
| Methodologies | Competencies | Description | Qualification |
| Student portfolio | A5 A7 A11 C1 C2 | Other pieces of work for both teachers during the course. Participation and attendance. | 30 |
| Oral presentation | C2 C3 C6 | Presentation in English towards the end of the four-month period, using Power Point o Prezi or similar, on a topic chosen by the student her/himself, related to the speciality of Gerontology. | 30 |
| Supervised projects | A11 C2 C3 C6 C8 | Written assignment. (For details, see "Personalised attention) In order to comply with Green Campus norms for a healthier environment, work will be submitted in digital format unless otherwise stipulated. | 40 |

| Assessment comments |
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| <p>Students should keep in touch with teachers in the event of special circumstances. July Opportunity: Students who did not fulfil the requirements of the section "Participation and attendance" will be required to do an extra piece of written work, whose characteristics should be consulted beforehand with the teacher(s) involved (20%). Otherwise, the assessment criteria will be the same as in the first session.</p> |

| Sources of information | |
|------------------------|--|
| Basic | <p>- Grice, Tony (2007). Nursing 1 (Students' book) . Oxford University Press ISBN: 978-0-19-456977-4 NON HAI UN LIBRO QUE SE TEÑA QUE COMPRAR OBRIGATORIAMENTE. O LIBRO DE GRICE PODE SER ÚTIL Á HORA DE REPASAR E PREPARAR A MATERIA. Os LIBROS DA LISTA QUE VÉN A CONTINUACIÓN PODEN SER ÚTILES PARA CONSULTA Ou PREPARACIÓN. MOITOS DISTOS ESTÁN NA BIBLIOTECA DO CAMPUS DE OZA. Baker, Ann. Introducing english pronunciation a teacher?s guide to: tree or three? and ship or sheep? Cambridge [etc.]: Cambridge University Press, 1982. Birren, James E. Encyclopedia of gerontology. 2nd ed. Oxford: Elsevier, 2007. Bond, John. Ageing in society an introduction to social gerontology. 2nd ed. London: Sage, 1994. Bradley, Robin A. English for nursing and health care a course in general and professional English. Milano: McGraw-Hill, 2005. Brocklehurst-s textbook of geriatric medicine and gerontology. 6th edition. London: Churchill Livingstone, 2003. Diccionario de términos y frases médicas inglés-español, español-inglés. Madrid: Paraninfo, 1996. Edo Marzá, Nuria. English for patient-administration and non-clinical hospital staff. Alcalá la Real (Jaén): Formación Alcalá, 2011. Fitzgerald, Patrick. English for medicine in higher education studies: coursebook. Reading, UK: Garnet Education, 2010. Greenhalgh, Trisha. English for physicians english for medical conferences & presentations = inglés para médicos: inglés para congresos y presentaciones médicas. Madrid: Churchill Livingstone España, 1995. Moody, Harry R. Aging: concepts and controversies. 6th ed. Thousand Oaks (California): Pine Forge Press, 2010. Worsfold, Brian. Acculturating age: approaches to cultural gerontology. Lleida: Edicions i Publicacions de la Universitat de Lleida, 2011. Print. Dedal-Lit (Universitat de Lleida) 7.</p> |
| Complementary | |

| Recommendations |
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| Subjects that it is recommended to have taken before |
| English Language I/653491019 |
| Subjects that are recommended to be taken simultaneously |
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| Subjects that continue the syllabus |
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| Other comments |
| The teacher of "Inglés 1" is the same as that of "Inglés 2". |

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.