

SYLLABUS

TITLE:	English for Health Professionals I
CODE:	ING 110
PREREQUISITE	N/A
CREDITS:	3 credits 45 contact hours 1 term

DESCRIPTION

This course focuses on developing basic to intermediate English language skills for healthcare professionals. Through various learning activities, students will become proficient in healthcare terminology, how to communicate effectively in different professional situations, listening and speaking skills in clinical contexts, and write effectively in different healthcare scenarios.

JUSTIFICATION

The Puerto Rican job market is limited, and each university graduate should have the language skills to succeed in such a competitive world. Perspectives in the local job market, specifically in the health-related services, highly favor bilingual applicants. Communication skills are essential to achieve professional advancement in any field today. By providing intensive practice in ESL reading, speaking, and writing, this course aims to help future health professionals improve their communication skills and facilitate interactions with patients, colleagues, and other professionals in the same field.

COMPETENCES

The course develops the following competences in students:

- **Critical questioning**
- **Communication**
- **Entrepreneurship and innovation**
- **Research and exploration**
- **Ethical sense and social justice**

OBJECTIVES

After completion of the course, students will be able to:

1. Apply language skills to a range of healthcare contexts and situations.
2. Explore new vocabulary and terminology relating to healthcare.
3. Interpret different genres of healthcare, including instructions, notes, journals, and registration forms, among others.
4. Collect and record medical information by reading and listening for specific purposes.

CONTENTS

- I. Nouns
 - A. Proper and common nouns
 - B. Collective nouns
 - C. Concrete nouns
 - D. Abstract nouns
 - E. Noun Plurals
 1. Forming plural nouns
 2. Forming the plural of medical terms
 - F. Functions of nouns
 1. Nominative case
 - a. Subject
 - b. Predicate noun
 2. Objective case
 3. Possessive case
 4. Appositives and direct address
- II. Pronouns
 - A. Types of pronouns
 1. Personal pronouns
 - a. Gender
 - b. Number and person
 - c. Nominative case
 - 1) Subject
 - 2) Predicate

- d. Objective case
 - e. Possessive case
 - 2. Reflexive pronouns
 - 3. Relative pronouns
 - 4. Indefinite pronouns
 - 5. Interrogative pronouns
 - 6. Demonstrative pronouns
 - B. Pronoun-antecedent agreement
 - 1. Number
 - 2. Gender
- III. Verbs
- A. Types of verbs
 - 1. Action verbs
 - 2. “Being” verbs
 - 3. Main verbs
 - 4. Helping verbs
 - 5. Linking verbs
 - 6. Transitive and intransitive verbs
 - 7. Gerunds
 - 8. Infinitives
 - B. Person of a verb
 - C. Number of a verb
 - D. Verb tenses
 - 1. Past
 - 2. Present
 - 3. Future
 - E. Principal parts of verbs
 - 1. Regular verbs
 - 2. Irregular verbs
 - 3. Confusing and troublesome verbs
 - a. Lie & lay
 - b. Rise & raise
 - c. May & can

F. Use of verb tenses in sentences

G. Voices of verbs

1. Active and passive verbs
2. The passive voice

IV. Adjectives

A. Types of adjectives

1. Limiting adjectives
 - a. "A" & "an"
 - b. Singular and plural
2. Interrogative and proper adjectives
3. Predicate and compound adjectives
4. Descriptive adjectives

B. Placement of adjectives

C. Modifiers and placement

D. Degrees of adjectives to express comparison

1. Positive
2. Comparative
3. Superlative
4. Other comparisons

E. Troublesome adjectives

F. Eponyms

V. Adverbs

A. Adverbs as modifiers

B. Frequency of adverbs

C. Degrees of comparison

1. Positive
2. Comparative
3. Superlative
4. Irregular adverbs
 - a. Using "most" and "more"

D. Changing adjectives into adverbs

E. Negative adverbs

1. "not" as a contraction

2. Double negatives
 3. Placement of adverbs
- F. Troublesome adverbs

METHODOLOGY

The course is designed so that the content is integrated through activities within the classroom. Reading texts with varying difficulty levels favors the integration of the different skills dynamically and practically. Constant participation, both oral and written, will allow from the first day of classes to know the level of each student and the progress they are making. Dialogues, oral presentations, and writing should be part of the class activities. In this way, students incorporate the learning of vocabulary, grammar, pronunciation, and spelling into learning a second language focused on a specific professional scenario.

EVALUATION

Oral presentations	25%
Compositions	25%
Quizzes	25%
Exams	25%
Total	100%

LEARNING ASSESSMENT

The institutional assessment rubric is applied to the course's core activity.

BIBLIOGRAPHY

TEXTBOOK

Villemaire Oberg, D., Villemaire, L. (2018). *Grammar and Writing Skills for the Health Professional* (3rd ed.). Cengage.

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Coghill, J., Magedanz, S. (2003). *Cliffs Study Solver English Grammar*. John Wiley & Sons, Inc.

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Nicodemus, B., Metzger, M. (Eds.). (2014). *Investigations In Healthcare Interpreting*.

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For more information resources related to the course's topics, access the library's webpage <http://biblioteca.sagrado.edu/>

REASONABLE ACCOMMODATION

For detailed information on the process and required documentation you should visit the corresponding office. To ensure equal conditions, in compliance with the ADA Act (1990) and the Rehabilitation Act (1973), as amended, any student in need of reasonable accommodation or special assistance must complete the process established by the Vice Presidency for Student Affairs.

- Students participating in the Student Support Program (PAE, in Spanish) shall request their reasonable accommodation in PAE's offices.
- Students who do not participate in PAE shall request their reasonable accommodation at the Integral Wellness Center (*Centro de Bienestar Integral*, in Spanish).

ACADEMIC INTEGRITY

This policy applies to all students enrolled at Universidad del Sagrado Corazón to take courses with or without academic credit. A lack of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a grade of zero in the evaluation and / or repetition of the assignment in the seminar, a grade of F (*) in the seminar, suspension, or expulsion as established in the Academic Integrity Policy effective in November 2022.

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