ENGLISH FOR SPECIAL PURPOSES
EFL 050 – ENGLISH FOR HEALTH TECHNOLOGIES

COURSE DESCRIPTION

This course will provide instruction in academic and professional language skills for non-native speakers of English. Emphasis is placed on development of integrated language skills for use in studying in health technology programs. Upon completion, students should be able to demonstrate improved language skills for participation and success within the particular topic area.

This is a hybrid class; therefore, online assignments will be given in the equivalency of 1-2 hours per week.

REQUIRED MATERIALS

Course materials will be accessible through the learning management system, Sakai. All students should know their Durham Tech student username and password in order to access the readings, homework and online assignments. All assignments will be uploaded and posted through Sakai.

A monolingual English dictionary (book or phone/computer app) is recommended.

COURSE GOALS

- Students will be able to demonstrate basic knowledge as it relates to the culture of healthcare settings, terminology and staff.
- Students will be able to select appropriate terminology in their field of study as it relates to communicating with healthcare professionals.
- Students will be able to use appropriate language and demonstrate suitable cultural behavior for interacting with patients and their families.
- Students will be able to apply the listening strategies to improve global and discrete listening comprehension using dialogues, monologues, interviews and mini-lectures.
- Students will be able to construct oral presentations in the students’ field of study for the development of professional delivery and spoken skills in US English.

COURSE OBJECTIVES

Learning through course content activities will focus on the following areas:

1. Content knowledge and vocabulary
   a. APA formatting, plagiarism, and academic integrity
   b. Student-centered learning activities and teaching methods
   c. Healthcare in focus
   d. Career focus
   e. Medical terminology
   f. Classification of anatomy
   g. Diseases and disorders
   h. Complementary and alternative medicine
   i. Intercultural awareness and communication
   j. Communication skills strategies including telephone skills
   k. Patients and families
   l. Laws and Liabilities - HIPAA
   m. Aging Population
   n. Critical healthcare issues in the US

2. Research strategies
   a. Choosing credible, authentic, peer reviewed sources
b. Using research databases to find scholarly journal articles  
c. Formatting guidelines for APA 6th edition  
d. Formatting in-text citations and image captions  
e. Building a References page

3. Discussion techniques  
a. Exploration of topic through research and reflection  
b. Questioning presented ideas  
c. Sharing opinions with aims to reach better understanding of topic  
d. Speaking coherently  
e. Incorporating research-based information

4. Communication strategies  
a. Self-assessment  
b. Effective listening, speaking, and writing skills  
c. Use of nonverbal language  
d. Barriers to effective communication  
e. S.B.A.R. and other communication approaches in healthcare  
f. Phone-based practice for accuracy and call back

5. Presentation skills  
a. Effective body language  
b. Transitional language  
c. Organization of ideas  
d. Images and graphics  
e. Written text do’s and don’ts

6. Resume building skills  
a. Essential sections of a resume  
b. Use of active and past tense verbs to describe work experience  
c. Organization of sections  
d. Revising and editing

7. Interview skills  
a. Do’s and Don’ts of interviewing  
b. Common types of questions including behavioral questions  
c. Generating questions  
d. Preparing responses  
e. Mock interviews

STUDENT LEARNING OUTCOMES

By the end of the course, students will be able to:

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Student Learning Outcome</th>
<th>Evaluation of Performance Type</th>
<th>Achievement Level Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Knowledge</td>
<td>Apply college-level and content-based academic vocabulary in written assignments, projects, homework, and class work.</td>
<td>In-class activities Online/Homework assignments</td>
<td>80% accuracy/score as graded by rubric</td>
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<td>and Vocabulary</td>
<td>Comprehend information presented in assigned readings given a purpose for reading and guiding questions.</td>
<td>In-class activities Online/Homework assignments Tasks Case Studies Capstone Project</td>
<td>80% accuracy/score as graded by rubric</td>
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<td>Reading</td>
<td>Support ideas with the incorporation of assigned and researched reading materials.</td>
<td>In-class activities Online/Homework assignments Tasks Case Studies Capstone Project</td>
<td>80% accuracy/score as graded by rubric</td>
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<tr>
<td>Writing</td>
<td>Generate written responses and presentations to assigned prompts that adhere to Standard Academic English.</td>
<td>In-class activities Online/Homework assignments Tasks Case Studies Capstone Project</td>
<td>80% accuracy/score as graded by rubric</td>
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<td>Editing</td>
<td>Modify prepared oral and written presentations by use of repeated practice, peer and instructor review, and revision.</td>
<td>In-class activities Online/Homework assignments Tasks Case Studies Capstone Project</td>
<td>80% accuracy/score as graded by rubric</td>
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<td>Listening</td>
<td>Maximize comprehension of listening tasks (e.g. videos, discussions, presentations) by answering guiding questions, note taking, repetition, and discussing presented information with classmates.</td>
<td>In-class activities Online/Homework assignments Tasks Case Studies Capstone Project</td>
<td>80% accuracy/score as graded by rubric</td>
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<td>Speaking</td>
<td>Formulate oral responses and presentations, which adhere to Standard Academic English and are coherent.</td>
<td>In-class activities Online/Homework assignments Tasks Case Studies Capstone Project</td>
<td>80% accuracy/score as graded by rubric</td>
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<td>Discussion Skills</td>
<td>Participate actively in a variety of class discussions such as Harkness, Round Table, Socratic Seminar, and Fishbowl discussion methods.</td>
<td>In-class activities Online/Homework assignments Tasks Case Studies Capstone Project</td>
<td>80% accuracy/score as graded by rubric</td>
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<td>Presentation skills</td>
<td>Produce comprehensible and professional oral presentations, which adhere to Standard Academic English.</td>
<td>In-class activities Online/Homework assignments Tasks Case Studies Capstone Project</td>
<td>80% accuracy/score as graded by rubric</td>
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<td>Rhetorical Thought Patterns</td>
<td>Reflect on the multitudes of content presented and researched in class in a way that instructs career education decisions.</td>
<td>In-class activities Online/Homework assignments Tasks Case Studies Capstone Project</td>
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<td>Rhetorical Thought Patterns</td>
<td>Identify strengths and weaknesses on performance tasks (e.g. role plays, mock interviews, presentations) so that accomplishments are recognized and improvements are made for academic and professional work.</td>
<td>In-class activities Online/Homework assignments Tasks Case Studies Capstone Project</td>
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<td>Syntax</td>
<td>Adhere to Standard Academic English on all writing and speaking assignments.</td>
<td>In-class activities Online/Homework assignments Tasks Case Studies Capstone Project</td>
<td>80% accuracy/score as graded by rubric</td>
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<td>Academic Success</td>
<td>Apply effective communication skills to express clear messages, receive information accurately, and collaborate with all kinds of people.</td>
<td>In-class activities Online/Homework assignments Tasks Case Studies Capstone Project</td>
<td>80% accuracy/score as graded by rubric</td>
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<td>Academic Success</td>
<td>Demonstrate professional presentation skills that transfer to a variety of academic disciplines.</td>
<td>In-class activities Online/Homework assignments Tasks Case Studies Capstone Project</td>
<td>80% accuracy/score as graded by rubric</td>
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COURSE ASSESSMENTS

GRADING POLICY

90 – 100 A
80 – 89  B
79 or below  R (Repeat)
Withdrew  W

EVALUATION OF PERFORMANCE

In-class activities and homework assignments 20%
Tasks 35%
Case Studies Project 20%
Capstone Project 25%

Students must pass all courses with an average grade of 80% or higher to be promoted to the next level.

EVALUATION OF PERFORMANCE DESCRIPTIONS

In-class activities and homework assignments (i.e. group discussions, in-class presentations, blogs, forums, short writing assignments): Students are evaluated using a variety of activities conducted in-class, online, and for homework. In group discussions, students share ideas, analyze texts, make connections, reflect on previous activities, and for active questioning and exploration of material. In short in-class group presentations, students share connections and ideas made between class readings and outside research. The length of short in-class group presentations are 5-10 minutes. Blog posts on Sakai are dedicated for students to share new ideas, summarize research findings, or reflect on assigned readings or their own performance in class. Blog posts have a minimum word count of 250-300 words. The Forums is an online conversational tool where students respond to prompts and converse with other classmates on Sakai. The initial forum post minimum word count is 200 words. The two required responses to classmates has a minimum word count of 100 words. Short writing assignments of 1-2 pages respond to prompts regarding college-level sources in a variety of ways. Students are assessed for all in-class activities, online/homework assignments using specified rubrics.

Tasks: This category of assessment provides students with opportunities to focus their learning on specific topics within the course curriculum. For most topics, students are able to choose a focus based on their future plan of study and/or interest. Students are assessed on a range of topics and in a variety of ways. These tasks are designed to challenge students to initiate topic research as well as to evaluate sources, analyze, summarize, synthesize, and share information with their peers through writing, discussion, and presentations of up to 20 minutes. Each task is different and uses different grading rubrics.

Case Studies: The project addresses major topics in health technologies – lifestyle and behaviors, aging population, critical healthcare issues in the US, beliefs and traditions about health and illness, teamwork, and telephone skills with patients, doctors, and other facilities. The case studies focus on research and reporting in presentations followed by case study discussions. There are also case studies, which are role played in class.

Capstone Project: This is the final project of the semester for the course. Each student will develop an original project that incorporates research, writing, listening, and speaking as it relates to a focused and specialized topic in the student’s field of interest and study as it relates to the healthcare industry in the US. The final product is presented to the class in a 25-35 minute presentations.