Federal State Autonomous Educational Institution of Higher Education

PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
RUDN University

Institute of Medicine

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

ENGLISH LANGUAGE: BASIC TERMINOLOGY FOR MEDICAL STUDENTS

course title

Recommended by the Didactic Council for the Education Field of:

31.05.01 General Medicine

field of studies / speciality code and title

The course instruction is implemented within the professional education programme of higher education:

General Medicine

higher education programme profile/specialisation title

2025

1. COURSE GOAL(s)

The goal of the course "English Language: Basic Terminology for Medical Students" is to form students' understanding of the system of the studied language, the ability to use this system in the process of speech activity; knowledge of the basics of terminological competence of a medical specialist who is able to consciously and competently use medical terminology in the study of medical disciplines, as well as in his practical and scientific activities.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Upon the completion of the course "**English Language: Basic Terminology for Medical Students"** the following Generic Competences (GCs) are acquired: GC-4.

Table 2.1. List of competences that students acquire through the course study

Code and descriptor of generic competence	Code and competence level indicator
GC-4 Ability to carry out business communication in oral and written forms in the state language of the Russian Federation and foreign language(s).	GC-4.1. Students are able to argue and constructively defend their positions and ideas in academic and professional discussions in the state language of the Russian Federation and in a foreign language. GC-4.2. Students can make, translate and edit various academic texts (abstracts, essays, reviews, articles, etc.), including those in a foreign language.

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the core/variable/<u>elective</u>* component of (FTD) block of the higher educational programme curriculum.
* - Underline whatever applicable.
Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course study.

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-4.1	Students are able to argue and constructively defend their positions and ideas in academic and professional discussions in the state language of the		Russian as a Foreign Language Latin Language Bases of Translation Rhetoric Russian Language for Foreign Students Methods of Teaching Russian Language as Foreign

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	Russian Federation and in a foreign language.		
GC-4.2	Students can make, translate and edit various academic texts (abstracts, essays, reviews, articles, etc.), including those in a foreign language		Russian as a Foreign Language / Latin Language Bases of Translation Rhetoric Russian Language for Foreign Students Methods of Teaching Russian Language as Foreign

* To be filled in according to the competence matrix of the higher education programme.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course "**English Language: Basic Terminology for Medical Students"** is **3** credits (108 academic hours).

*Table 4.1. Types of academic activities during the periods of higher education programme mastering (**full-time training**)**

Type of academic activities		Total academic hours	Semesters/training modules			
			1			
Contact academic hours		*68*	*68*			
including:						
Lectures (LC)						
Lab work (LW)						
Seminar (workshops/tutorials) (S)		68	68			
Self-studies		*37*	*37*			
Evaluation and assessment (exam/passing/failing grade)		*3*	*3*			
Course workload	academic hours	**108**	**108**			
	credits	**3**	**3**			

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
Module 1	Topic 1.1. Hospital departments	S

Course module title	Course module contents (topics)	Academic activities types
Medical terminology	Topic 1.2. Hospital staff	S
	Topic 1.3. Hospital equipment	S
	Topic 1.4. Parts of the body	S
	Topic 1.5. Respiratory system	S
	Topic 1.6. Circulatory system	S
	Topic 1.7. Digestive system	S
	Topic 1.8. First aid	S
	Topic 1.9. Common abbreviations	S
	Topic 1.10. Measurements	S
	Topic 1.11. Maintaining hygiene	S
	Topic 1.12. Health and illness. Basics	S
	Topic 1.13. Medical and paramedical personnel and places	S
	Topic 1.14. Medical education and training	S
	Topic 1.15. Systems, diseases and symptoms	S
	Topic 1.16. Epidemiology	S
	Topic 1.17. Ethics	S

* - to be filled in only for **full** -time training: *LC - lectures; LW - lab work; S - seminars.*

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture.	Classrooms for conducting classes, group and individual consultations, current and mid-term assessment, equipped with specialised furniture (tables, chairs, board). Classrooms equipped with technical means of multimedia presentations (personal computer, projector, screen).

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	Co-working zone for self-studies equipped with a set of specialised furniture and access to Wi-Fi, electronic information and educational environment.

* The premises for students' self-studies are subject to **MANDATORY** mention

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Dictionaries
1 http://www.multitran.ru
2 https://www.lingvolive.com/ru-ru
3 https://ru.forvo.com/languages/en/
4 https://dictionary.cambridge.org/ru/
5 https://www.collinsdictionary.com/dictionary/english
6 https://www.ldoceonline.com/
7 https://www.thefreedictionary.com/
8 https://ozdic.com
9 https://www.onelook.com/

Main readings:
1   T. Yu. Drozdova, V. G. Mailova, A. I. Berestova. English Grammar: Reference and Practice. Version 2.0. / English grammar. Textbook: St. Petersburg: Anthology, 2013. - 192 p.
2   T. Yu. Drozdova, V. G. Mailova. New Student's Grammar Guide / A guide to English grammar in tables. Textbook: St. Petersburg: Anthology, 2012. - 424 p.
3   John and Liz Soars. New Headway Pre-Intermediate. The 5th edition. Student's book. Oxford University Press, 2019. – 106 p.
4   Soars John, Soars Liz, Jo McCaul. New Headway Pre-Intermediate. The 5th edition. Workbook. Oxford University Press, 2019. – 93 p.
5   John and Liz Soars, Hancock P. New Headway Intermediate. The 5th edition. Student's book. Oxford University Press, 2019. – 161 p.
6   Soars John, Soars Liz, Jo McCaul. New Headway Intermediate. The 5th edition. Workbook. Oxford University Press, 2019. – 92 p.

Additional readings

1. R. Murphy. Essential English Grammar. A self-study reference and practice book for Intermediate students of English, Pearson Longman, 2015, - 379 p.
2. N. L. Utevskaya. English grammar book. / Grammar of the English language, version 2.0., textbook: St. Petersburg: Anthology, 2017. - 480 p.
3. Malcolm Mann, Steve Taylore-Knowles Destination B1: Grammar & Vocabulary: Level B1. Macmillan ELT, 2008. - 216 p.
4. John and Liz Soars. New Headway Pre-Intermediate. The 5th edition. Teacher's Guide. - 2019, 240 p.

5. Soars John, Soars Liz, Jo McCaul. New Headway Pre-Intermediate. The 5th edition. Culture and Literature Companion. Oxford University Press, 2019. – 20 p.
6. John and Liz Soars. New Headway Intermediate. The 5th edition. Teacher's Guide. - 2019, 240 p.
7. Soars John, Soars Liz, Jo McCaul. New Headway Intermediate. The 5th edition. Culture and Literature Companion. Oxford University Press, 2019. – 20 p.
8. Bill Bowler, Peter Moor, Sarah Cunningham, Sue Parminter. New Headway Pronunciation Pre-Intermediate. Course Practice Book and Audio CD Pack. Oxford University Press, 2006.
9. Bill Bowler, Peter Moor, Sarah Cunningham, Sue Parminter. New Headway Pronunciation Intermediate. Course Practice Book and Audio CD Pack. Oxford University Press, 2006.
10. Mark Hancock. Pronunciation Games (Cambridge Copy Collection) 1st Edition. Cambridge: CUP, 1995.
11. Mark Hancock. English Pronunciation in Use Intermediate. Book with Answers and Downloadable Audio. 2nd Edition. Cambridge: CUP, 2017.
12. Jones, Peter Roach, Jane Setter, John Esling. Cambridge English Pronouncing Dictionary 18th Edition. Cambridge: CUP, 2015.
13. O'Connor J.D. Better English Pronunciation. Cambridge: CUP, 2013.

Audio/video materials

1 John and Liz Soars. New Headway Pre-Intermediate. The 5th edition. Class Audio. Oxford University Press, 2019.
2 John and Liz Soars. New Headway Pre-Intermediate. The 5th edition. Workbook audio. Oxford University Press, 2019.
3 John and Liz Soars. New Headway Pre-Intermediate. The 5th edition. Student's book Video. Oxford University Press, 2019.
4 John and Liz Soars. New Headway Pre-Intermediate. The 5th edition. Culture and Literature Companion audio. Oxford University Press, 2019.
5 Oxford University Press, audio and video resources to help study better with Headway Pre-Intermediate..
   https://elt.oup.com/student/headway/preint4/download?cc=ru&selLanguage=ru
6 Oxford University Press, resources to help study better with Headway Pre-Intermediate. Grammar. Vocabulary. Everyday English. Test builder.
   https://elt.oup.com/student/headway/preint4/?cc=ru&selLanguage=ru
7 John and Liz Soars. New Headway Intermediate. The 5th edition. Class Audio. Oxford University Press, 2019.
8 John and Liz Soars. New Headway Intermediate. The 5th edition. Workbook audio. Oxford University Press, 2019.

Internet sources

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
   - RUDN Electronic Library System (RUDN ELS) http://lib.rudn.ru/MegaPro/Web
   - EL "University Library Online" http://www.biblioclub.ru
   - EL "Yurayt" http://www.biblio-online.ru
   - EL "Student Consultant" www.studentlibrary.ru
   - EL "Lan" http://e.lanbook.com/
   - EL "Trinity Bridge"

2. https://learnenglish.britishcouncil.org/

3. https://learnenglish.britishcouncil.org/grammar/intermediate-to-upper-intermediate
4. https://learningenglish.voanews.com/
5. https://www.onestopenglish.com/
6. https://am-en.ru/english-pronunciation/171-phonetics.html
7. https://english03.ru/soderzhanie_murphy
8. http://a4esl.org/
9. http://usefulenglish.ru/
10. http://www.langinfo.ru/
11. https://engblog.ru/
12. https://learn-english-today.com/
13. https://www.ted.com/
14. https://www.elllo.org/
15. https://ororo.tv/ru
16. https://www.eslpod.com/index.html
17. https://www.real-english.com/new-lessons.htm
18. https://www.esolcourses.com/topics/learn-english-with-songs.html
19. https://www.occupationalenglishtest.org/
20. https://www2.units.it/brancaleone/internet%20resources%20for%20Medical%20English.htm
21. https://www.medicalenglish.com/
22. https://specialistlanguagecourses.com/medical-english/
23. https://www.medscape.com/
24. https://pubmed.ncbi.nlm.nih.gov/
25. Databases and search engines:

- electronic foundation of legal and normative-technical documentation http://docs.cntd.ru/

- Yandex search engine https:// www .yandex.ru/

- Scopus abstract database http://www.elsevierscience.ru/products/scopus/

* - The training toolkit for self- studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the course study completion are specified in the Appendix to the course syllabus.

* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

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