

General Information	
Academic subject	Scientific English – Advanced Level
Degree course	Psychology and Community Psychology, LS
Curriculum	
ECTS credits	6
Compulsory attendance	No
Language	English

Subject teacher	Name Surname	Mail address	SSD
	Rosita Maglie	rosita.maglie@uniba.it	L-LIN/12

ECTS credits			
Basic teaching	Area 10/L1	L-LIN/12	6

Class schedule	
Period	II Semester –
Year	II
Type of class	Conventional

Time management	
Hours measured	1 hour = 60 minutes
In-class study hours	40 hours
Out-of-class study hours	110 hours

Academic calendar	
Class begins	March 2019
Class ends	May 2020

Syllabus	
Prerequisite requirements	Knowledge of English (Level B2)
Expected learning outcomes (according to Dublin Descriptors)	<p><i>Knowledge and understanding:</i> <u>(Listening)</u> S/he can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. S/he can understand most TV news and scientific programmes). <u>(Reading)</u> S/he can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes and viewpoints. S/he can understand contemporary scientific literature.</p> <p><i>Applying knowledge and understanding</i> <u>(Writing)</u> S/he can write clear, detailed text on a wide range of subjects related to his/her interests. S/he can write an essay and report, passing on information or giving reasons in support of or against a particular point of view.</p> <p><i>Making informed judgements and choices</i> <u>(Speaking) Spoken interaction:</u> S/he can interact with a degree of fluency and</p>

	<p>spontaneity that makes regular interaction with native speakers quite possible. S/he can take an active part in discussion in professional contexts, accounting for and sustaining his/her views. <u>Spoken production</u>: S/he can present clear, detailed descriptions on a wide range of subjects related to his/her field of interest. S/he can explain a viewpoint on a topical issue giving advantages and disadvantages of various options.</p> <p><i>Communicating knowledge and understanding (Speaking /Writing)</i> S/he can relate on topics and contents dealt with during the course in a personal and professional manner and s/he can write abstracts, scientific reports, prepare PowerPoint presentations, discuss cases both to experts by using scientific language or to laypeople by popularizing scientific language.</p> <p><i>Capacities to continue learning (Speaking / Writing / Reading/ Listening)</i> S/he can read, analyse, and communicate – in written or in spoken modality - contents included in scientific research works (articles, reports, lectures, conference talks, psychotherapeutic talks etc.) S/he can use language knowledge and skills acquired during the course to understand and interact with other people (i.e. colleagues, experts or laypeople) on issues related to emotional and mental health and disorders.</p>
<p>Contents</p>	<p><u>Lexical features of Scientific English</u>: (Monoreferentiality vs. Synonymy, Denotation vs. Connotation, Metaphor, Precision vs. Unprecision, Shortness vs. Redundancy); <u>Syntactic features of Scientific English</u> (Omission of phrasal elements; Expressive Conciseness and Pre-modification, Stacked or Compound Nominal Phrases, Nominalization, Lexical Density and Period Complexity, Sentence Length, Use of Verb Tenses and Modality, Use of the Passive and Depersonalization) <u>Textual feature of Scientific English</u> (Anaphoric Reference and Use of Conjunctions, Theme and Rheme). <u>Text genres of English for Psychology</u> (Manuscript, research article, review article, case report, clinical report, Q&A website) <u>Spoken Discourse</u> (Interactions with patients, Academic interactions, Conference Attendance).</p>
<p>Course program</p>	
<p>Bibliography</p>	<p>Maglie, R (2009), <i>Understanding the Language of Medicine</i>, Aracne Maglie, R (2015), <i>The New Discourse of Healthcare</i>, Aracne Maglie, R (2017), “Cultivating effective communication in healthcare: the case of Q&A websites” http://www.iperistoria.it/joomla/images/PDF/Numero_10/monografica_10/Maglie_10_2017.pdf Maglie, R (2018), “Multimodal Product promotion in the Pharmaceutical Industry across languages and cultures” in <i>ESP across Culture</i>, 15, pp. 79-99. Pounds, G (2018), 'Patient-Centred Communication in Ask-the-Expert Healthcare Websites' <i>Applied Linguistics</i>, vol. 39, no. 2, pp. 117–134. Pounds, G, Salter, C, Platt, MJ & Bryant, P (2018), 'Developing a new empathy-specific admissions test for applicants to medical schools: A discourse-pragmatic approach.' <i>Communication and Medicine</i>, vol. 14, no. 2, pp. 165–180. Maglie, R, Pounds G (2019) “You’re not alone” Empathy and Advice Provision in Ask-the-Expert Healthcare Websites. Communication at 23rd DiscourseNet Conference, University of Bergamo, June, 6-8 2019.</p>

Notes	<p><i>The New Discourse of Healthcare</i> analyses a new and innovative psychological modality which uses a website to communicate to internet users.</p> <p>“Cultivating effective communication in healthcare: the case of Q&A websites” ‘Patient-Centred Communication in Ask-the-Expert Healthcare Websites’ “ ‘You’re not alone’ Empathy and Advice Provision in Ask-the-Expert Healthcare websites” analyse some Q&A websites and focus their attention on the communicative patterns used in the information/advice seeking, from the client’s side, and in the information/advice giving, from the healthcare professional’s side.</p> <p><i>Understanding the Language of Medicine</i> includes PART I and PART II. PART I describes and analyses the main characteristics of the language of medicine, in general, and of the language of psychology, in particular. PART II is a more practical section aimed at the acquisition of the capability of communicating Scientific English from the student side.</p> <p>‘Developing a new empathy-specific admissions test for applicants to medical schools: A discourse-pragmatic approach. examines university entrance tests measuring empathy competence in those who are about to attend university courses in healthcare fields.</p> <p>“Multimodal Product promotion in the Pharmaceutical Industry across languages and cultures” investigates multimodal communicative strategies to promotes drug products by pharmaceutical companies.</p>
Teaching methods	Frontal Lesson, Dialogue Lesson, Group Work, Problem Analysis, Problem Solving, Cooperative Learning, Rôle Reversal Patient-Psychologist.
Assessment	Preliminary written tests (grammar and scientific test) to assess the acquired

methods	competence in grammar and in scientific writing and a spoken exam to assess the acquired written and oral scientific skills.
Further information	Mid-term tests conceived in order to improve writing, listening and communicative skills.