## Information about the subject

**Degree:** Bachelor of Science Degree in Human Nutrition and Dietetics

**Faculty:** Faculty of Medicine and Health Sciences

**Code:** 1311108 **Name:** English

**Credits:** 6,00 **ECTS Year:** 1 **Semester:** 2

**Module:** Modern Language Module

**Subject Matter:** English **Type:** Basic Formation

**Field of knowledge:** Health Sciences

**Department:** English

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

| 131A | Beatriz Rodenas Tolosa **(Responsible Lecturer)** | beatriz.rodenas@ucv.es |
|---|---|---|

# Module organization

## Modern Language Module

| Subject Matter | ECTS | Subject | ECTS | Year/semester |
| --- | --- | --- | --- | --- |
| English | 6,00 | English | 6,00 | 1/2 |

# Recommended knowledge

There is not any established requisite, but it is necessary to have B1 in English grammar

# Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

R1          Understands and assimilates the concepts included in the course content.

R2          Shows ability to solve problems related to these contents using different resources

R3          Collaborates with the teacher and classmates throughout the learning process: Attendance to theoretical, practical or tutoring sessions; teamwork; respect in the treatment; compliance with the rules of organization of the subject for the benefit of all.

## Competencies

**Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):**

| BASIC | | Weighting | | | |
|---|---|:---:|:---:|:---:|:---:|
| | | 1 | 2 | 3 | 4 |
| CB1 | Students demonstrate knowledge and understanding in an area of study that is at the core of general secondary education, and is often at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study. | | | | **x** |
| CB5 | Students develop those learning skills necessary to undertake further studies with a high degree of autonomy. | | | | **x** |

## Assessment system for the acquisition of competencies and grading system

| Assessed learning outcomes | Granted percentage | Assessment method |
|---|---|---|
| R1, R2, R3 | 5,00% | Evaluation of the use of the practical classes in the classroom, of problems or computers, seminars and tutorials. Through attendance, and participation in the different activities proposed. |
| R1, R2 | 60,00% | Written evaluation of the knowledge and skills obtained. The test may consist of a series of open-ended or multiple-choice questions on the theoretical content of the subject and/or practical exercises (problem solving). |
| R1, R2, R3 | 25,00% | Evaluation of individual or group practices or activities, in which information related to each of the subjects must be sought and structured, and cases or problems resolved. This is done through a system of continuous evaluation throughout the course, which involves the delivery and / or exposure of work, whose objectives and content will be proposed by the teacher. |
| R1, R2, R3 | 10,00% | Works. The student, individually, prepares a review topic or experimental or clinical research and presents it, in writing, for evaluation by the teacher in various formats: Complete project, abstract and poster. |

**Observations**

1. Mandatory to obtain 50% in the written test in order to pass the course, and only obtaining50% every part of the evaluation will be added.2. Mandatory to obtain 50% in the oral expositions in order to pass the course, and only obtaining50% every part of the evaluation will be added.3. Mandatory to obtain 50% in the written work in order to pass the course, and only obtaining50% every part of the evaluation will be added.4. A 5% is obtained for the participation and attendance in the classroom, and this 5 % is lost with3 absences without any justification5. NO GRADE IS KEPT FOR THE FOLLOWING ACADEMIC YEAR

**MENTION OF DISTINCTION:**

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1    Exposition of contents by the teacher, analysis of competencies, explanation and demonstration of capacities, skills and knowledge in the classroom. The blackboard, the computer and the cannon will be used to display texts, graphics, etc.

M2    Resolution of practical exercises and case studies, analysis of evaluation procedures and procedural intervention. All this with the support of the teacher. This aspect can be controlled through attendance and active participation in the practical sessions.

M5    Student study: individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. for discussion or delivery in electronic format.

M7    Personalised attention and in small groups. Period of instruction and/or orientation carried out by a tutor with the aim of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, etc. The attendance of the student and his/her level of gradual development in the knowledge of the subjects will be evaluated.

M8    A set of tests, written or oral, used in the evaluation of the student.

M9    Group preparation of readings, essays, problem solving, seminars, papers, reports, etc... for discussion or delivery.

**Course guide**

## IN-CLASS LEARNING ACTIVITIES

|  | LEARNING OUTCOMES | HOURS | ECTS |
|---|---|---|---|
| Theoretical lessons<br>M1, M2, M5 | R1, R2, R3 | 26,00 | 1,04 |
| Practice lessons<br>M1, M2, M5 | R1, R2, R3 | 30,00 | 1,20 |
| Office Hours<br>M2 | R1, R2, R3 | 2,00 | 0,08 |
| Evaluation<br>M1, M2, M5 | R1, R2, R3 | 2,00 | 0,08 |
| **TOTAL** |  | **60,00** | **2,40** |

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

|  | LEARNING OUTCOMES | HOURS | ECTS |
|---|---|---|---|
| Autonomous work<br>M2, M5 | R1, R2, R3 | 80,00 | 3,20 |
| Group work<br>M2, M5 | R1, R2, R3 | 10,00 | 0,40 |
| **TOTAL** |  | **90,00** | **3,60** |

## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

## Theoretical contents:

| Content block | Contents |
| --- | --- |

THEORETICAL CONTENT IN HUMAN NUTRITION AND DIETETICS

**UNIT 1: Being a dietitian and a nutritionist**

·Nutrition Education
·Nutrition Counselling

**UNIT 2: The digestive system**

·The Gastrointestinal System

**UNIT 3: Food**

**3.1. Nutrients and Food groups**

·Classification of Foods and Nutrients
·Energy Content of Food

**3.2. Dietary guidelines and Food guide pyramids**
·History of Dietary Guidelines in Europe
·Mediterranean and American Food Guide Pyramids: Cross-Cultural Comparisons
·Asian, American and Mediterranean Pyramids: Which should be followed?

**3.3. Food supplements**

·Dietary supplements

**3.4. Food and nutrition issues**

·Malnutrition in industrialized societies
·Additives
·Iron deficiency: Anemia

**UNIT 4: Nutrition for**

**children**

·Nourishing school children's minds
·Childhood obesity

**UNIT 5: Nutrition for the elderly**

·Special foods for the elderly
·Elderly health issues

**UNIT 6: Nutrition for sports and fitness**

·The importance of nutrition in extreme sports

**UNIT 7:  New trends in nutrition and health**
·Diets around the world
·Vegetarianism
·Organic food

CONTENT IN RESEARCH PROJECTS

1. Structure of an academic Project
2. Linkers & connectors
3. Online Health Sciences Dictionaries
4. Topics for research projects in Human Nutrition and Dietetics
5. Webpages in Human Nutrition and Dietetics

WRITTEN WORK CONTENT | WORK IN RESEARCH PROJECTS
REFERENCES IN VANCOUVER STYLE

## Temporary organization of learning:

| Block of content | Number of sessions | Hours |
| --- | --- | --- |
| THEORETICAL CONTENT IN HUMAN NUTRITION AND DIETETICS | 22,00 | 44,00 |
| CONTENT IN RESEARCH PROJECTS | 6,00 | 12,00 |
| WRITTEN WORK CONTENT | 2,00 | 4,00 |

# References

**MAIN REFERENCES:**

·*Booklet English applied to the Science of Human Nutrition and Dietetics*. Available at the reprography service (Reprografía)

**ADDITIONAL BIBLIOGRAPHY**

·Bender A. E. & Bender D. A. (2009). Oxford Dictionary of Food and Nutrition. O.U.P.

·Brook-Hart, G. (2008). *Complete First Certificate: Student's Book with answers with CD-ROM.* Cambridge, United Kingdom: Cambridge University Press.

·Deuter, M. (Ed.). (2008). *Oxford collocations dictionary: for students of English.* Oxford University Press.

·Hashemi, L. & Thomas, B. (2008). *Grammar for First Certificate*. Cambridge, Reino Unido: Cambridge University Press.

·Hashemi, L. & Thomas, B. (2006). *Grammar for PET.* Cambridge, Reino Unido:
·Cambridge University Press.

·Hashemi, L. & Thomas, B. (2011). *Grammar for PET: Self-study grammar reference and practice*. Cambridge, Reino Unido: Cambridge University Press.

·Heyderman, E. & May, P. (2011). *Complete PET for Spanish Speakers: Student's Book. Cambridge, Reino Unido: Cambridge University Press.*

·Mayol, S. & Marks, L. (20). Dietitian's Pocket Guide for Nutrition in Spanish. Arizona: Arizona State University.

·McCarthy, M. & O'Dell, F. (1999*). English Vocabulary in Use*. Cambridge, Reino Unido: Cambridge University Press.

·McCarthy, M. & O'Dell F. (2005). *English Collocations in use: Intermediate*. (13rd Ed.). Cambridge: CUP.

·Murphy, R. (2014). *English Grammar in Use with Answers: A Self-Study Reference and Practice Book for Intermediate Students of English.* Cambridge, Reino Unido: Cambridge University Press.

·Ngo de la Cruz, J. (2003). *English applied to the Science of Nutrition*. Ediciones Universitat de Barcelona. Centre d´Ensenyament Superior de Nutrició i Dietètica (CESNID).

·Redston, C. & Cunningham, G. (2014). *Face2face Intermediate Student's Book with DVD-ROM.* Cambridge, Reino Unido: Cambridge University Press.

·Tims, N. & Redston, C. & Cunningham, G. (2014). *face2face Intermediate Workbook with Key.* Cambridge, Reino Unido: Cambridge University Press.

·Webster Gandy, Joan. (2006). Oxford Handbook of Nutrition and Dietetics. Oxford Handbook Series.

**Online Dictionaries:**

Dictionary of Food Science & Nutrition:

·http://www.oxfordreference.com/view/10.1093/acref/9780199234875.001.0001/acref-97801992
34875

   ·The free (Medical) Dictionary: http://medical-dictionary.thefreedictionary.com/

   ·Topics A-Z. Food and Nutrition Information Center. Consumer friendly information .Frequently
requested food and nutrition topics: www.nal.usda.gov/fnic/topics_a-z.shtml

   ·Nutrition Videos. A collection of various nutrition videos:
http://health.yahoo.com/nutrition-videos/

Nutrition Glossary- Nutrition Data.com. This nutrition glossary includes definitions of both common
nutritional terms and terms to the Nutrition Data Website: www.nutritiondata.com/help/glossary

## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).**

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).**

In this case, the following changes are made:

## 1. Educational Activities of Onsite Work:

**All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject** will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

| X | Microsoft Teams |
|---|---|
|   | Kaltura |

## Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

## 1. Educational Activities of Onsite Work:

**All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject**, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

| X | Microsoft Teams |
| --- | --- |
| | Kaltura |

Explanation about the practical sessions:

## 2. System for Assessing the Acquisition of the competences and Assessment System

**ONSITE WORK**

**Regarding the Assessment Tools:**

☐　The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

X　The following changes will be made to adapt the subject's assessment to the online teaching.

| Course guide | | Adaptation | |
|---|---|---|---|
| Assessment tool | Allocated percentage | Description of the suggested changes | Platform to be used |
| EXAMEN ESCRITO | 60% | EL EXAMEN ESCRITO SE CONVIERTE EN UN EXAMEN ORAL CON 60% DE PORCENTAJE | MICROSOFT TEAMS: OBLIGATORIEDAD DE CÁMARA Y AUDIO |

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

**Comments to the Assessment System:**

We will carry out this modification in case we can't do a face to face test