Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 291105 **Name:** Scientific English

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

Module: RESEARCH FUNDAMENTALS AND METHODOLOGY

Subject Matter: MODERN LANGUAGE **Type:** Basic Formation

Field of knowledge: Arts and Humanities

Department: Personality Psychology, Treatments, and Methodology

Type of learning: Classroom-based learning / Online

Languages in which it is taught: English

Lecturer/-s:

291A	Gracia Prats Arolas **(Responsible Lecturer)**	gracia.prats@ucv.es
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Module organization

RESEARCH FUNDAMENTALS AND METHODOLOGY

Subject Matter	ECTS	Subject	ECTS	Year/semester
STATISTICS	12,00	Fundamentals and Analysis of Data	6,00	1/1
		Psychometrics	6,00	2/1
RESEARCH METHODS, DESIGNS AND TECHNIQUES	6,00	Research Methodology	6,00	4/1
MODERN LANGUAGE	6,00	Scientific English	6,00	1/1

Recommended knowledge

It is recommended to start from an intermediate or upper-intermediate level (B1/B2).

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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   The student will be able to use English grammatical structures at an intermediate level.

R2   The student will be able to read and understand texts written in English related to psychology in a satisfactory manner.

R3   The student will be able to write texts in English using the coherence and cohesion mechanisms at intermediate level.

R4   The student will be able to understand speeches and written argumentations in English at intermediate level about topics related to Health Sciences.

R5   The student will be able to transmit information and ideas about specific topics through oral communication, making small mistakes that do not prevent the receptor from understanding the general meaning of the speech.

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):

SPECIFIC		Weighting			
		1	2	3	4
CE1	Analyzing needs and requests of addressee functions in different contexts.			x	
CE5	Identifying differences, problems and needs.				x

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Capacity to analyze and synthesize.				x
CT4	Command of a foreign language.				x
CT6	Capacity to manage information (capacity to look for and analyze information coming from different types of sources)				x
CT36	Being able to collect information using different kinds of sources.				x

Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	70,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R1, R2, R3, R4, R5	10,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.
R1, R2, R3, R4, R5	20,00%	Group assignments.

Observations

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
	70,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
	5,00%	Submitted tasks
	5,00%	Periodical assessment through questionnaires
	20,00%	Attendance and participation in synchronic communication activities.

Observations

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.
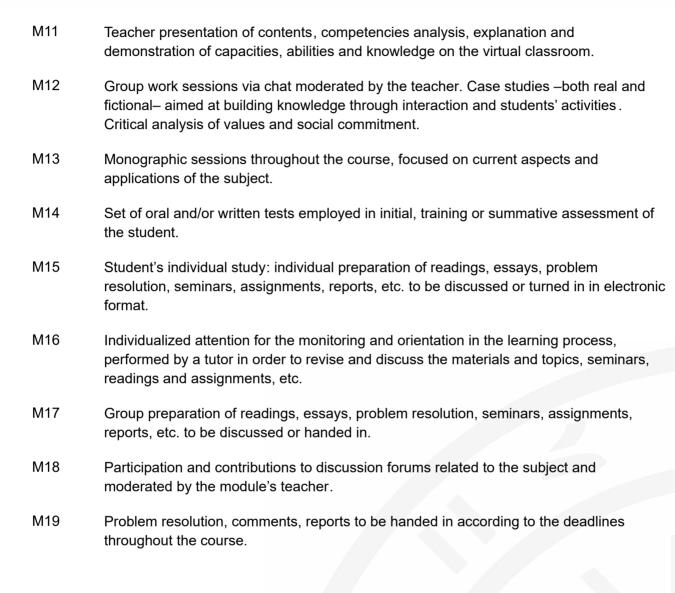
Learning activities

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

M1   Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).

M2   Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).

M3   Supervised monographic sessions with shared participation.

M4   Application of interdisciplinary knowledge.

M7   Set of oral and/or written tests employed in initial, training or summative assessment of the student.

M8   Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.

M9   Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.

M11   Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.

M12   Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.

M13   Monographic sessions throughout the course, focused on current aspects and applications of the subject.

M14   Set of oral and/or written tests employed in initial, training or summative assessment of the student.

M15   Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.

M16   Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.

M17   Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.

M18   Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.

M19   Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.

IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1, M2, M4, M7, M8	R1, R2, R5	38,00	1,52
PRACTICAL CLASSES Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2, M9	R1, R5	14,90	0,60
SEMINAR Supervised monographic sessions with shared participation. M8	R5	1,60	0,06
GROUP WORK EXHIBITION Application of multidisciplinary knowledge. M2	R3, R4	1,60	0,06
OFFICE ASSISTANCE Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M7	R5	1,60	0,06
ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R2, R3, R4, R5	2,50	0,10
TOTAL		**60,20**	**2,41**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M1	R1	33,30	1,33
INDEPENDENT WORK Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M2	R5	56,50	2,26
TOTAL		**89,80**	**3,59**

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11, M12, M13, M14, M15, M17	R1, R2, R3, R4, R5	38,00	1,52
Virtual practical session (distance learning) M12, M16	R1, R2, R3, R4, R5	14,90	0,60
Seminar and virtual videoconference (distance learning) M17, M18, M19	R1, R2, R3, R4, R5	1,60	0,06
In-person or virtual assessment (distance learning) M11	R1, R2, R3, R4, R5	2,50	0,10
Individual tutoring sessions (distance learning) M12	R1, R2, R3, R4, R5	1,60	0,06
Discussion forums (distance learning) M18	R1, R2, R3, R4, R5	0,80	0,03
Continuous assessment activities (distance learning) M11, M14	R1, R2, R3, R4, R5	0,80	0,03
TOTAL		**60,20**	**2,41**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M11, M13, M14	R1, R2, R3, R4, R5	56,50	2,26
Teamwork (distance learning) M12, M17, M19	R1, R2, R3, R4, R5	33,30	1,33
TOTAL		**89,80**	**3,59**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Unit 1 Classification of Psychology	Theoretical introduction to the different schools of psychology and professional branches.and professional branches. Group documentation work andexposition.Psychology as an applied science: introduction to research.research.Reference portals (APA).Initiation to bibliographic search (databases).Journal.Introduction to the scientific article as a textual genre. Types,structure, linguistic characteristics.Introduction to APA standards.Reading comprehension exercises.Listening comprehension exercises.
Unit 2 Addictions	Theoretical introduction. Key concepts and vocabulary.Textual analysis and reading comprehension: case study and scientific article.scientific article.Listening comprehension exercises.Introduction to synthetic translation.Introduction to 'clinical history'. Case study workshop:oral presentation.
Unit 3 Obsessive Compulsive Disorder	Theoretical introduction. Key concepts and vocabulary.Textual analysis and reading comprehension: case study and scientific article.scientific article.Listening comprehension exercises.Introduction to the 'review' as a textual genre. Viewing offilmography and review writing workshop. Oral presentation.

Unit 4 Eating Disorder	Theoretical introduction. Key concepts and vocabulary.Introduction to abstract writing. Types, structure,linguistic and lexical characteristics. key tool for bibliographic search.bibliographic search.Analysis and reading comprehension: case studiescase studies and scientific articles.Workshop: oral presentation of cases (clinical history).(clinical history). viewing of filmography.Review and presentation.

Temporary organization of learning:

Block of content	Number of sessions	Hours
Unit 1 Classification of Psychology	6,00	12,00
Unit 2 Addictions	12,10	24,20
Unit 3 Obsessive Compulsive Disorder	6,00	12,00
Unit 4 Eating Disorder	6,00	12,00

Universidad
Católica de
Valencia
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Course
guide

Year 2025/2026
291105 - Scientific English

References

Material de clase:
·Lecturas y material audiovisual facilitado por el profesor
General:
·Murphy, R. (2019): English Grammar in Use. Fifth Edition. With Answers. Cambridge University Press. Reino Unido. ISBN: 978-1-108-45765-1
·Diccionario digital: www.wordreference.com
Inglés Específico:
·Anderson, C. (2005): Speech and Language therapy: issues in professional practice. Whurr Publishers. London. ISBN: 1-86156-461-9
·Anderson, K. (2004): Study Speaking: a course in spoken English for academic purposes. Cambridge University Press. Reino Unido. ISBN: 0-521-53396-1
·Blattes, S. (2013): Minimum Competence in Scientific English. EDP Sciencies. France. ISBN: 978-2-7598-0808-3
·Day, R.A & Gastel, B. (2016): How to write and publish a scientific paper. 8th Edition. Greenwood. EEUU. ISBN (paperback): 978-1-4408-4280-1
·Day, R.A. (2011): Scientific English: a guide for scientists and other professionals. Greenwood. Santa Barbara, California. ISBN: 978-0-313-39194-1
·De Chazal, E. (2014): English For Academic Purposes. Oxford University Press.
·Hilgard, E.R. (1975): Introduction to Psychology. Oxford. EEUU.
·Nicol, A.A.M. (2010): Presenting your Findings: a practical guide for creating tables. American Psychological Association. Washington, DC.
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·Short, J. (2012): English for Psychology in Higher Education Studies. Course Book. Garnet Education. ISBN: ISBN-10: 1859644465 ISBN-13: 978-1859644461
·Tang, R. (2012): Academic Writing in a Second or Foreign Language. Bloomsbury Publishing.
·Turabian, K.L. (2018): A Manual for Writers of Research Papers, These ad Dissertations. Ninth Edition. The University of Chicago Press. ISBN-13: 978-0-226-43057-7 (paper). DOI: https://doi.org/10.7208/chicago/9780226430607.001.0001
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For Speech Therapy
·American Journal of Speech-Language Pathology: A Journal of Clinical Practice. Editorial: American Speech-Language-hearing Association. EEUU
·Journal of Speech, language and hearing research. Editorial: American Speech-Language-hearing Association. Barcelona.