



## 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:** -

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

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

### Lecturer/-s:

291A	<u>Gracia Prats Arolas</u> (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).



## 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



## 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
<b>ON-CAMPUS CLASS</b> 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
<b>PRACTICAL CLASSES</b> 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
<b>SEMINAR</b> Supervised monographic sessions with shared participation. M8	R5	1,60	0,06
<b>GROUP WORK EXHIBITION</b> Application of multidisciplinary knowledge. M2	R3, R4	1,60	0,06
<b>OFFICE ASSISTANCE</b> 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
<b>ASSESSMENT</b> 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
<b>TOTAL</b>		<b>60,20</b>	<b>2,41</b>





## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
<b>GROUP WORK</b> 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
<b>INDEPENDENT WORK</b> 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
<b>TOTAL</b>		<b>89,80</b>	<b>3,59</b>



## 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
<b>TOTAL</b>		<b>60,20</b>	<b>2,41</b>

### 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
<b>TOTAL</b>		<b>89,80</b>	<b>3,59</b>



## 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 and exposition. 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 studies case 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



## 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](http://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.

·Reed, K.L. (2001): Quick Reference to Occupational Therapy. Pro-Ed. EEUU. ISBN: 0-944480-80-2

·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>

### JOURNALS DE REFERENCIA

#### 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.



## 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:

☐

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:

☒ 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.

☐

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

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

#### Comments to the Assessment System:





## ONLINE 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.

☐ 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

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

### Comments to the Assessment System: