Information about the subject

Degree: Bachelor of Science Degree in Veterinary Medicine

Faculty: Faculty of Veterinary Medicine and Experimental Sciences

Code: 1261208 **Name:** English

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

Module: Module of Science and Society

Subject Matter: Modern Language **Type:** Basic Formation

Field of knowledge: Artes y Humanidades

Department: Basic and Cross-disciplinary Sciences

Type of learning: Classroom-based learning

Languages in which it is taught: English

Lecturer/-s:

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Module organization

Module of Science and Society

Subject Matter	ECTS	Subject	ECTS	Year/semester
Science and Society	6,00	Science, Reason and Faith	6,00	2/2
Modern Language	6,00	English	6,00	2/1
Anthropology	6,00	Anthropology	6,00	1/1

Recommended knowledge

Intermediate level of English language recommended

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 intermediate level English grammatical structures.
R2	The student will be able to read texts written in English related to veterinary medicine and to understand them successfully.
R3	The student will be able to write documents in English, using mechanisms of coherence and cohesion at the intermediate level.
R4	The student will be able to understand a conversation, radio programme, etc. in English at an intermediate level relating to veterinary issues and to answer information about the recording.
R5	The student will be able to transmit information and ideas at an oral level on both abstract and concrete topics, making a minimum of errors that do not hinder comprehension by the listener.
R6	The student will be able to defend arguments and negotiate with classmates until a conclusion is reached.
R7	The student will be able to work in a team through oral or written exercises in which a final decision must be made.
R8	The student will be able to acquire a multicultural perspective by learning about other customs and cultures, for which English is the common communication tool.

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 must show that they have and understand knowledge in a field of study that is based on general secondary education on a level that, although supported by advanced text books, includes also some aspects that involve knowledge belonging to the vanguard of their field of study.			x	
CB5	Capacity to develop those learning skills needed to undertake further studies with a high degree of autonomy.				x

GENERAL		Weighting			
		1	2	3	4
CG0	Capacity to speak well in public.				x

TRANSVERSAL		Weighting			
		1	2	3	4
T1	Capacity of analysis, synthesis, implementation of knowledge for problem-solving and decision-making.			x	
T4	Mastering fluency in oral and written mother tongue communication, listening and responding effectively using a language appropriate to audience and context.	x			
T5	Knowledge of a second language, preferably English, especially technical vocabulary of veterinary science.				x
T6	Using information technology to communicate, share, search for, collect, analyze and manage information, especially related to the veterinarian practice.				x

T7	Ability to adapt to new situations, self-critical ability, being aware of personal limitations and understanding when and where seeking and obtaining advice and professional help.		x	
T8	Efficient and effective work, both independently and as a member of a multidisciplinary team or unit, showing respect, appreciation and sensitivity to the work of others.		x	
T10	Ability to learn, to research, and to be aware of the need to keep knowledge updated, and attending training programs.			x
T11	Ability to work in an international context, appreciating diversity and multiculturalism, through the knowledge of foreign cultures and customs.			x

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7, R8	60,00%	Written assessment of acquired knowledge and skills. The test may consist of a series of open-ended questions or multiple-choice questions about the theoretical contents of the module and/or practical exercises (problem-solving).
R1, R2, R3, R4, R5, R6, R7, R8	10,00%	Evaluation of the use of the practical lessons in the classroom, of problems or computer science, seminars and tutorials, by means of participation, computer-supported problem solving and the elaboration of the corresponding reports.
R1, R2, R3, R4, R5, R6, R7, R8	15,00%	Evaluation of group work through a system of continuous assessment throughout the course based on the delivery of assignments the objectives and content of which will be proposed by the teacher.
R1, R2, R3, R4, R5, R6, R7, R8	15,00%	Evaluation of activities in which the student must do some research individually and structure information related to each of the topics through a system of continuous assessment throughout the course based on the delivery of papers, the objectives and contents of which will be proposed by the teacher.

Observations

According to the general evaluation and qualification regulations, the preferred evaluation system will be by means of continuous evaluation. The continuous assessment for this course will consist of a series of exercises to be completed in due time and manner on the platform, along with an in-person mock exam that will take place throughout the semester.

A minimum grade of 5/10 is required in the written exam to take the activities and assignments submitted into account and therefore pass the subject.

Finally, according to article 10 of the current assessment regulations, in the event that it is impossible for students enrolled in a face-to-face degree to attend, they may opt for ‘single

assessment'. This is an extraordinary and exceptional assessment system available to those students who, in a justified and accredited manner, are unable to undergo the continuous assessment system and request it within the first month of each semester, by the means provided for this purpose. The Dean of the Faculty shall decide on the admission of the student's request for a single assessment.

The use of tools based on artificial intelligence (AI) is subject to the teacher's criteria, who may establish specific limits or conditions depending on the training or assessment activity.

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 9 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 On-site training activity aimed primarily at acquiring knowledge acquisition skills. It is characterised by the fact that students are spoken to. Also called master class or exposition, it refers to the oral presentation made by the teacher, (with the support of blackboard, a computer and a projector for the display of texts, graphs, etc.), in front of a group of students. They are expository, explanatory or demonstrative sessions of contents. The size of the group is determined by the limit or physical capacity of the classroom; therefore, it is a single group.

M2 On-site training activity aimed primarily at obtaining knowledge application and research skills. Knowledge is built through interaction and activities. The activity consists of supervised monographic sessions with shared participation (teachers, students, experts). The size of the group is variable, from one large group to various small groups, with a minimum of 6 students to ensure interaction. The evaluation will be based on follow-up records kept by the teacher. Participation and the development of the capacity to problematize should be taken into account.

M4 On-site training activity in groups that takes place in the classroom. It includes working with documents and formulating ideas without handling animals, organs, objects, products, or corpses (e.g., work with articles or documents, clinical case studies, diagnostic analyses, etc.). It would correspond to "Animal-free supervised practical work", type e1, from the European evaluation of EAEVE. The size of the group is variable, in a range of 10 to 20 students.

M5 On-site training activity in groups that takes place in the Computer Lab where the computer is used as support for learning. It includes work with computer models, specific software, Web queries, etc. It would correspond to "Animal-free supervised practical work", type e1, from the European evaluation of EAEVE. The size of the group is variable, in a range of 10 to 20 students.

M8 A set of on-site training activities carried out by the teacher to provide personalised attention to the student or in small groups with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, carrying out projects, etc. The aim is to ensure a truly comprehensive education of the student rather than a mere transfer of information. It is, therefore, a personalized assistance relationship in which the tutor assists, facilitates and guides one or more students in the learning process.

M9 Set of processes that attempt to evaluate the learning outcomes of students expressed in terms of acquired knowledge, capacities, skills or abilities developed and manifested attitudes. It covers a wide range of activities that can be developed for students to demonstrate their training (e.g. written, oral and practical tests, projects or assignments). It also includes the Official Calls.

M10 Autonomous training activity, including activities and coursework, bibliographic searches. The results obtained from unsupervised group and teamwork will be evaluated, with particular attention paid at the time of evaluation to the acquisition of specific knowledge development skills through group work.

M11 Autonomous training activities related to personal study, or the preparation of individual course assignments. The individual preparation of readings, essays, problem solving, papers, reports, etc. will be evaluated through presentations or submissions during theoretical classes, practical classes, seminars and/or tutorials. The evaluation of the submitted papers will consider the structure of the paper, the quality of the documentation, originality, spelling and presentation.

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical lessons (TL) M1	R1, R2, R3, R4, R5, R6, R7, R8	54,00	2,16
Seminars (S) M2	R5, R6, R7, R8	2,00	0,08
Tutorial M8	R1, R2, R5	2,00	0,08
Evaluation (Ev) M9	R1, R2, R3, R4, R5, R6, R7, R8	2,00	0,08
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M10	R1, R5, R6, R7	30,00	1,20
Individual work M11	R2, R3, R4	60,00	2,40
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
General English	**CONTENT** **General English** **Unit 1:** Naming tenses; What's in a word? **Unit 2:** Present tenses (simple, continuous-state verbs-passive-how often?); Positive and negative adjectives; **Unit 3:** Past tenses (simple and continuous)- past perfect-used to; Spelling and pronunciation; lost sounds. **Unit 4:** Advice-obligation and permission (modal and related verbs); phrasal verbs-polite requests and offers. **Unit 5:** Future forms (will-going to-present continuous)-future possibilities (may-might-could); word building **Unit 6:** Information questions; Describing people, places and things-adjectives-adverbs; **Unit 7:** Present perfect (passive-adverbs-time expressions; likes and dislikes;

Specific English

UNIT I: GENERAL ISSUES

·Introduction to medical terminology

·Cells and Tissues

UNIT II: ORGANS AND SYSTEMS I

·The Respiratory System: functions, structures, breathing and pathology

·The cardiocirculatory system: Circulation, anatomy of the heart, related terms

·The digestive System: functions, digestion, pathology and procedures

UNIT III: ORGANS AND SYSTEMS II

·The nervous System: Functions, structures, central and peripheral nervous System, pathology

·The locomotor system: Musculoskeletal System. Bones, joints and muscles. Functions, structures and pathology

UNIT IV: GENETICS AND REPRODUCTION

·Genetics

·Reproduction

Temporary organization of learning:

Block of content	Number of sessions	Hours
General English	10,00	20,00
Specific English	20,00	40,00

References

Keith Kelly, (2009) Science with key and CD Rom, Mc Millan

Wharton Jennifer, Yoneko Kanaoka, Bernard Seal (Editor), (2013), Academic Encounters Level 1: The Natural World Paperback
Brieger, N. & Pohl, A. (2002), Technical English. Vocabulary and Grammar. Summertown Publishing.

Robert Day, Nancy Sakaduski, Scientific English: A Guide for Scientists and Other Professionals Paperback– 16 Jun 2011
Tamzen Armer (Author), Cambridge English for Scientists Student's Book with Audio CDs (2) (Cambridge Professional English) Paperback – Student Edition, 5 May 2011
Sue Blattes, Véronique Jans, Jonathan Upjohn: Minimum Competence in Scientific English Edition 2013, EDP Sciences - 264 páginas

Murphy, R. (2004): English Grammar in Use. Third edition. With answers and cd rom. Cambridge University Press.

McCarthy, Michael & O'Dell, Felicity (1999): English Vocabulary in Use. Cambridge University Press.