

## English for Health Sciences Track (EHST)

**Weekly Hours:** 15 hours

**No. of weeks:** 15 per semester

**Contact Hours:** 225 per semester

**Target CEFR Level:** B1 to B2

**Duration:** Two semesters

Course	Target CEFR Level	Course Description	Measurable Learning Outcomes
ELIH 110	B1	This is the first course in the 2-course series of English proficiency courses targeting the English Language Institute First Year English Language Program students in the Medical or Allied Health Sciences Programs. The course aims to get students approximately to the half-way mark of the program learning objectives, by developing their proficiency to the high-B1/low-B2 proficiency level on the CEFR scale. It does so through simultaneously strengthening all four skills (plus grammar and vocabulary) but with a special focus on academic writing.	<ul style="list-style-type: none"> <li>- <b>identify</b> the components of a paragraph (written at the B1-B2 CEFR level) including topic sentences, supporting sentences and concluding sentences.</li> <li>- <b>demonstrate</b> a relatively high degree of grammatical control, avoiding mistakes that lead to misunderstanding, in the employment of grammatical structures such as noun phrases, time phrases, comparison and contrast expressions, articles, expressions of concession, cause and effect expressions, conditional phrases, active and passive voice, time expressions, expressions of certainty about future events, and modals of necessity and obligation in writing and speaking. (COMM)</li> <li>- <b>evaluate</b> the main ideas and details of a short lecture, discussion, interview, dialog or conversation on a health-care related topic. (CRIT)</li> <li>- <b>analyze</b> main ideas and details in short articles on health-care related topics. (CRIT)</li> <li>- <b>use</b> a variety of strategies to listen to recorded talks, interviews and lectures dealing with topics related to healthcare and medicine, differentiating main points from details and opinions, using contextual cues, identifying speaker viewpoints and target audience in order to glean information from B1 level spoken texts. (CRIT)</li> <li>- <b>use</b> strategies to scan through long and complex texts about topics related to healthcare and medicine, differentiate between main ideas, details and opinions, applying a variety of reading skills such as previewing, making inferences, making annotations on a text, using background to predict information, etc., in order to glean information from texts at the B1 level of proficiency. (CRIT)</li> <li>- <b>apply</b> referencing and researching skills by utilizing basic writing guides, dictionaries and online writing resources to aid in producing effective and appropriate written texts. (COMM, CRIT, CREA)</li> <li>- <b>create</b> a variety of types of well-formed and well-developed paragraphs on medical topics at the B1 CEFR level including paragraphs that describe processes, define terms, compare, contrast, and explain cause/effect. The paragraphs will have appropriate topic sentences, supporting sentences and concluding sentences. (CREA, CRIT, COMM)</li> <li>- <b>perform</b> actively and effectively in discussions on a variety of contemporary issues in the field of healthcare asking questions, giving opinions and analyzing a variety of options. (COMM, COLL)</li> <li>- <b>deliver</b> an effective academic presentation on a substantive medical/healthcare related topic, employing medical terminology covered in or related to the course material, using clear signposting and appropriate linking words and including appropriate examples and details. (COMM, CRIT, CREA)</li> </ul>

Course	Target CEFR Level	Course Description	Measurable Learning Outcomes
ELIH 120	B2	This is the second course in the 2-course series of English proficiency courses targeting the students in the Medical or Allied Health Sciences Programs. The course aims to enable students to successfully achieve the program learning objectives, by developing their proficiency to a solid B2 proficiency level on the CEFR scale. It does so through simultaneously strengthening all four skills (plus grammar and vocabulary,) but with a special focus on academic writing and medical terminology.	<ul style="list-style-type: none"> <li>- <b>explain</b> a range of medical terms having to do with a number of anatomical systems, physiological functions and medical subfields including the lymphatic/immune system, composition of blood, the eye and vision, the ear and hearing, the endocrine system, oncology, muscular &amp; skeletal systems and diagnostic and imaging procedures. (COMM)</li> <li>- <b>classify</b> vocabulary dealing with a variety of medical disciplines, diseases, ailments, medical treatments and surgical procedures (both in spoken and written forms) related to the above anatomical systems, physiological functions and medical subfields. (CRIT)</li> <li>- <b>demonstrate</b> understanding of the components of academic essays at the B2 CEFR level, on medical/health science themes, including essay structure (introductory paragraphs, supporting paragraphs, concluding paragraphs) essay genres (process, cause and effect, comparison/contrast, argumentative) and writing conventions/norms (paragraph structure, cohesion and coherence, source citation, summaries, transition words, etc.) (CRIT)</li> <li>- <b>demonstrate</b> a high degree of grammatical control, avoiding mistakes that lead to misunderstanding, in the employment of grammatical structures such as dependent/independent clauses, compound/complex sentences, parallelism, that-clauses, if/whether clauses, question clauses, adverb clauses, adjective clauses and present/past participles in writing and speaking. (CREA, CRIT, COMM)</li> <li>- <b>use</b> accurately and appropriately (both in spoken form and written form) a range of medical terms relating to a number of anatomical systems, physiological functions and medical subfields including the lymphatic/immune system, composition of blood, the eye and vision, the ear and hearing, the endocrine system, oncology, muscular &amp; skeletal systems, diagnostic and imaging procedures. (COMM)</li> <li>- <b>apply</b> vocabulary accurately and appropriately dealing with a variety of medical disciplines, diseases, ailments, medical treatments and surgical procedures (both in spoken and written forms) related to the above anatomical systems, physiological functions and medical subfields. (CRIT, CREA, COMM)</li> <li>- <b>discover</b> the meaning of medical terms by breaking them down into their component parts (root, suffix, prefix, linking vowels) and deducing meanings. (CRIT, COLL)</li> <li>- <b>evaluate</b> the main ideas and details of a substantive, medium-length lecture, discussion, interview, dialog or conversation on medical/healthcare topics such as medical advances/achievements, basic anatomy and physiology, use of computers in medicine, causes and effects of disease, aspects of biochemistry and pharmacology, primary versus acute care, public health issues, medical research issues and the future of medicine. (CRIT, COLL)</li> <li>- <b>analyze</b> a written text of approximately 800 to 1000 words, on medical/healthcare topics such as medical advances/achievements, basic anatomy and physiology, use of computers in medicine, causes and effects of</li> </ul>

			<p>disease, aspects of biochemistry and pharmacology, primary versus acute care, public health issues, medical research issues and the future of medicine and extract main ideas and supporting details. (CRIT)</p> <ul style="list-style-type: none"> <li>- <b>use</b> a variety of strategies to listen to recorded talks, interviews and lectures dealing with topics related to healthcare and medicine, differentiating main points from details and opinions, using contextual cues, identifying speaker viewpoints and target audience in order to glean information from B2 level spoken texts. (CREA, CRIT, COMM)</li> <li>- <b>use</b> strategies to scan through long and complex texts about topics related to healthcare and medicine, differentiate between main ideas, details and opinions, applying a variety of reading skills such as previewing, making inferences, making annotations on a text, using background to predict information, etc., in order to glean information from texts at the B2 level of proficiency. (CRIT)</li> <li>- <b>use</b> writing aids such as writing guides, dictionaries and online writing resources to aid in producing effective written texts.</li> <li>- <b>create</b> a variety of types of well-formed and well-developed essays on medical topics at the B2 CEFR level including essays that describe processes, compare, contrast, explain cause/effect or present an argument, with appropriate introductory paragraphs, supporting paragraphs and concluding paragraphs. (CREA)</li> <li>- <b>perform</b> actively and effectively in discussions on a variety of contemporary issues in the field of medicine/healthcare such as medical advances/achievements, basic anatomy and physiology, use of computers in medicine, causes and effects of disease, aspects of biochemistry and pharmacology, primary versus acute care, public health issues, medical research issues and the future of medicine asking questions, giving opinions and analyzing a variety of options. (COMM, COLL)</li> <li>- <b>deliver</b> an effective academic presentation on a substantive medical/healthcare related topic covered in or related to the course material, interacting effectively with the audience, using clear signposting and appropriate linking words and including appropriate examples and details. (COMM, COLL, CRIT, CREA)</li> </ul>
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Course	Target CEFR Level	Course Description	Measurable Learning Outcomes
ELIH 111	B1	<p>This is the first course in the 2-course series of English proficiency courses targeting the English Language Institute First Year English Language Program students in the Medical or Allied Health Sciences Programs. The course is specifically designed for the Faculty of Medicine students. It aims to get students approximately to the half-way mark of the program learning objectives, by developing their proficiency to the high-B1/low-B2 proficiency level on the CEFR scale. It does so through simultaneously strengthening all four skills (plus grammar and vocabulary) but with a special focus on academic writing. It also aims at providing students with an understanding of medical terminology, its key elements (prefixes, suffixes and combining forms) and enhance their understanding of the field of health and medicine.</p>	<ul style="list-style-type: none"> <li>- <b>explain</b> a range of medical terms having to do with a number of anatomical systems, physiological functions and medical subfields including the lymphatic/immune system, composition of blood, the eye and vision, the ear and hearing, the endocrine system, oncology, cardiovascular system, respiratory system and digestive systems. (COMM)</li> <li>- <b>identify</b> the components of a paragraph (written at the B1-B2 CEFR level) including topic sentences, supporting sentences and concluding sentences.</li> <li>- <b>demonstrate</b> a relatively high degree of grammatical control, avoiding mistakes that lead to misunderstanding, in the employment of grammatical structures such as noun phrases, time phrases, comparison and contrast expressions, articles, expressions of concession, cause and effect expressions, conditional phrases, active and passive voice, time expressions, expressions of certainty about future events, and modals of necessity and obligation in writing and speaking. (COMM)</li> <li>- <b>evaluate</b> the main ideas and details of a short lecture, discussion, interview, dialog or conversation on a health-care related topic. (CRIT)</li> <li>- <b>analyze</b> main ideas and details in short articles on health-care related topics. (CRIT)</li> <li>- <b>use</b> accurately and appropriately (both in spoken form and written form) a range of medical terms relating to a number of anatomical systems, physiological functions and medical subfields including the lymphatic/immune system, composition of blood, the eye and vision, the ear and hearing, the endocrine system, oncology, digestive system, respiratory system and cardiovascular system (COMM)</li> <li>- <b>use</b> a variety of strategies to listen to recorded talks, interviews and lectures dealing with topics related to healthcare and medicine, differentiating main points from details and opinions, using contextual cues, identifying speaker viewpoints and target audience in order to glean information from B1 level spoken texts. (CRIT)</li> <li>- <b>use</b> strategies to scan through long and complex texts about topics related to healthcare and medicine, differentiate between main ideas, details and opinions, applying a variety of reading skills such as previewing, making inferences, making annotations on a text, using background to predict information, etc., in order to glean information from texts at the B1 level of proficiency. (CRIT)</li> <li>- <b>apply</b> referencing and researching skills by utilizing basic writing guides, dictionaries and online writing resources to aid in producing effective and appropriate written texts. (COMM, CRIT, CREA)</li> <li>- <b>create</b> a variety of types of well-formed and well-developed paragraphs on medical topics at the B1 CEFR level including paragraphs that describe processes, define terms, compare, contrast, and explain cause/effect. The paragraphs will have appropriate topic sentences, supporting sentences and concluding sentences. (CREA, CRIT, COMM)</li> <li>- <b>perform</b> actively and effectively in discussions on a variety of contemporary issues in the field of healthcare asking questions, giving opinions and analyzing a variety of options. (COMM, COLL)</li> <li>- <b>deliver</b> an effective academic presentation on a substantive medical/healthcare related topic, employing medical terminology covered in or related to the course material, using clear signposting and appropriate linking words and including appropriate examples and details. (COMM, CRIT, CREA)</li> </ul>

Course	Target CEFR Level	Course Description	Measurable Learning Outcomes
ELIH 112	B2	<p>This is the second course in the 2-course series of English proficiency courses targeting the students in the Medical or Allied Health Sciences Programs. The course is specifically designed for the Faculty of Medicine students. It aims to enable students to successfully achieve the program learning objectives, by developing their proficiency to a solid B2 proficiency level on the CEFR scale. It does so through simultaneously strengthening all four skills (plus grammar and vocabulary,) but with a special focus on academic writing. It also aims at building the students' understanding of medical terminology, its key elements (prefixes, suffixes and combining forms) and further enhance their understanding of the field of health and medicine.</p>	<ul style="list-style-type: none"> <li>- <b>explain</b> a range of medical terms having to do with a number of anatomical systems, physiological functions and medical subfields including the lymphatic/immune system, composition of blood, the eye and vision, the ear and hearing, the endocrine system, oncology, muscular &amp; skeletal systems and diagnostic and imaging procedures. (COMM)</li> <li>- <b>classify</b> vocabulary dealing with a variety of medical disciplines, diseases, ailments, medical treatments and surgical procedures (both in spoken and written forms) related to the above anatomical systems, physiological functions and medical subfields. (CRIT)</li> <li>- <b>demonstrate</b> understanding of the components of academic essays at the B2 CEFR level, on medical/health science themes, including essay structure (introductory paragraphs, supporting paragraphs, concluding paragraphs) essay genres (process, cause and effect, comparison/contrast, argumentative) and writing conventions/norms (paragraph structure, cohesion and coherence, source citation, summaries, transition words, etc.) (CRIT)</li> <li>- <b>demonstrate</b> a high degree of grammatical control, avoiding mistakes that lead to misunderstanding, in the employment of grammatical structures such as dependent/independent clauses, compound/complex sentences, parallelism, that-clauses, if/whether clauses, question clauses, adverb clauses, adjective clauses and present/past participles in writing and speaking. (CREA, CRIT, COMM)</li> <li>- <b>use</b> accurately and appropriately (both in spoken form and written form) a range of medical terms relating to a number of anatomical systems, physiological functions and medical subfields including the lymphatic/immune system, composition of blood, the eye and vision, the ear and hearing, the endocrine system, oncology, digestive system, respiratory system and cardiovascular system (COMM)</li> <li>- <b>use</b> accurately and appropriately (both in spoken form and written form) a range of medical terms relating to a number of anatomical systems, physiological functions and medical subfields including the lymphatic/immune system, composition of blood, the eye and vision, the ear and hearing, the endocrine system, oncology, muscular &amp; skeletal systems, diagnostic and imaging procedures. (COMM)</li> <li>- <b>apply</b> vocabulary accurately and appropriately dealing with a variety of medical disciplines, diseases, ailments, medical treatments and surgical procedures (both in spoken and written forms) related to the above anatomical systems, physiological functions and medical subfields. (CRIT, CREA, COMM)</li> <li>- <b>discover</b> the meaning of medical terms by breaking them down into their component parts (root, suffix, prefix, linking vowels) and deducing meanings. (CRIT, COLL)</li> <li>- <b>evaluate</b> the main ideas and details of a substantive, medium-length lecture, discussion, interview, dialog or conversation on medical/healthcare topics such as medical advances/achievements, basic anatomy and physiology, use of computers in medicine, causes and effects of disease, aspects of biochemistry and pharmacology, primary versus acute care, public health issues, medical research issues and the future of medicine. (CRIT, COLL)</li> <li>- <b>analyze</b> a written text of approximately 800 to 1000 words, on medical/healthcare topics such as medical advances/achievements, basic anatomy and physiology, use of computers in medicine, causes and effects of</li> </ul>

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