



UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN  
SCHOOL OF MEDICINE  
Ba CLINICAL CHEMISTRY



**SYNTHETIC PROGRAM.**

<b>1. Identification data:</b>	
<input type="checkbox"/> Institution	Universidad Autónoma de Nuevo León
<input type="checkbox"/> College	Faculty of Medicine
<input type="checkbox"/> Education program	Clinical Chemistry
<input type="checkbox"/> Learning unit	English III (High Intermediate)
<input type="checkbox"/> Total hours of classroom, theory and practice	40 hours
<input type="checkbox"/> Frequency in classroom per week	2 hours
<input type="checkbox"/> Total extra hours (Outside classroom)	20 hours
<input type="checkbox"/> Modality	Face-to-face instruction
<input type="checkbox"/> Academic period	Third or fifth semester
<input type="checkbox"/> Type of learning unit	Elective
<input type="checkbox"/> Curricular area	ACFGU (General Studies)
<input type="checkbox"/> UANL Credits	2
<input type="checkbox"/> Date of elaboration	June 20 <sup>th</sup> , 2018
<input type="checkbox"/> Date of actualization	July 15 <sup>th</sup> , 2024
<input type="checkbox"/> Responsible (s) for the design and	Dra. Emma García Quintanilla, Dr. Alma Delia Frías Puente

actualization	
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**2.Purpose(s):**

Learning a second language offers the opportunity to open new horizons that allow us to broaden our points of view and learn, through them, to observe the cultural differences that are inherent to them, and therefore understand them, give them their proper dimension and value them; it also provides students with greater opportunities to access multiple sources of information, it is important for their training since as professionals they will have to interact as people from different cultures or face employment situations abroad, as well as allow them to be updated in their area of specialty since currently much information is transmitted in English.

In the knowledge society, it is necessary for students to have the ability to communicate in other languages and that better English, which is one of the most used in most countries, this ability allows them to develop a comprehensive training that will make them more competent in the labor market.

The purpose of the English II learning unit is to continue developing productive and receptive language skills in the English language at the level corresponding to B1 of the Common European Framework of Reference as part of their professional preparation and in this way obtain the level of competence established in the current context and deal with communicative situations based on the following competences: linguistic, sociolinguistic, discursive, strategic, cultural and learning.

### 3. Competence of the graduate profile

- **General skills contributing to this learning unit**

**Instrumental skills:**

1. To apply autonomous learning strategies at different levels and fields of knowledge that allow them to make timely and relevant decisions in the personal, academic and professional spheres.

3. To manage Digital Information, Communication, Knowledge and Learning Technologies (TICCAD), in academic, personal and professional environments with cutting-edge techniques that allow their constructive and collaborative participation in society.

6. To use a second language, preferably English, clearly and correctly to communicate in everyday, academic, professional and scientific contexts.

**Personal and social interaction skills:**

9. To maintain an attitude of commitment and respect towards the diversity of social and cultural practices that reaffirm the principle of integration in the local, national and international context in order to promote environments of peaceful coexistence.

10. To intervene in the face of the challenges of contemporary society at the local and global level with a critical attitude and human, academic and professional commitment to contribute to consolidating general well-being and sustainable development.

**Integrative skills:**

15. To achieve the adaptability required by the uncertain social and professional environments of our time to create better living conditions.

- **Specific skills of the graduate profile that contributes to the learning unit**

#### 4. Factors to consider for evaluating the learning unit

- Oral and written composition
- Oral and written expression reports
- Quizzes
- Written exams
- Written composition
- Course integrative project/product

#### 5. Course integrative project/product:

Oral presentation, in English, about a topic related to the field of Clinical Chemistry, including its written version.

#### 6. Sources of support and consultation (bibliography, hemerography, electronic sources):

Ackert, P. & Lee, L. (2015). *Concepts & Comments*. Australia: Thomson Heinle.  
Latham-Koenig, C. & Oxenden, C. (2019). *American English File 4*. Oxford: Oxford University Press.  
Lorch, M. (2021). *Biochemistry: A Very Short Introduction*. Oxford: Oxford University Press.  
Molinsky, S. & Bliss, B. (2019). *Side by Side 4*. New York: Pearson Education.  
Rogers, M., Taylore-Knowles, J. & Taylore-Knowles, S. (2015). *Master Mind 1*. London: Macmillan Education.

<https://elt.oup.com/student/americanenglishfile/level04/?cc=mx&sellLanguage=en&mode=hub>

<https://www.macmillaneducationeverywhere.com/>