

SYNTHETIC PROGRAM

1. Module identification code:	
Name of the institution:	Universidad Autónoma de Nuevo León
Name of the school:	School of Medicine
Name of the degree program:	Clinical Chemistry
Name of the course (learning unit):	Scientific English
Total number of class hours-theory and practice:	40 hours
Class hours per week:	2 hours
Independent study:	20 hours
Course modality:	Face-to-face instruction
Module level:	Fourth semester
Core/elective module:	Elective
Curriculum area:	ACFGU (General Studies)
UANL credit points:	2
Create date:	March 25 th , 2019
Date of last amendment made:	July 15 th , 2024
Person(s) responsible for the design and amendment of the module:	Dra. Emma García Quintanilla, Dr. Alma Delia Frías Puente

2. Purpose:

The purpose of the Scientific English learning unit is to enable students to function in their area of specialization in a second language at an advanced level, polishing aspects of the grammar, pronunciation and vocabulary required while providing content-based language learning with topics relevant to the scientific area.

Similarly, they must continue to develop productive and receptive skills in the English language at an advanced level because, in higher semesters, they will have to read, understand, analyze and evaluate information that they will find in textbooks, magazines, articles of foreign origin, participate in research with foreigners and also write their research papers in high-impact journals as part of their professional preparation. In this way, they will obtain the level of competence established in the current context and to deal with communicative situations based on the following competences: linguistic, sociolinguistic, discursive, strategic, cultural and learning.

3. Competences of the graduate profile:

a. General competences to which this module (learning unit) contributes:

- *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.

b. Specific competences of the graduate profile to which this module (learning unit) contributes:

3. To handle chemical and biological materials following official Mexican and/or international standards that guarantee their correct use and disposal to preserve health and the environment.

4. Factors to consider for evaluating the learning unit.

- Evidences.
- Oral expression reports.
- Oral presentation in English
- Accredited activities
- Written exams
- 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. References:

Ackert, P. & Lee, L. (2015). *Concepts & Comments*. Australia: Thomson Heinle.
Latham-Koenig, C. & Oxenden, C. (2019). *American English File 5*. 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 2*. London: Macmillan Education.

<https://elt.oup.com/student/americanenglishfile/level05/?cc=mx&selLanguage=en&mode=hub>

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

