

COURSE UNIT DESCRIPTION - ENGLISH I/II FOR SPECIFIC PURPOSE

Course unit title	Code
ENGLISH I/II FOR SPECIFIC PURPOSE	

Lecturer(s)	Department(s)
Coordinating: lecturer Loreta Chodzkienė Other: lecturer Dalia Pinkevičienė	Vilnius University, Institute of Foreign Languages Department of English for Physical and Biomedical Sciences, 5 Universiteto, LT-01513 Vilnius

Cycle	Level of the course unit	Type of the course unit
Full-time studies (1 st stage)	1 out of 2	Compulsory

Mode of delivery	Period of delivery	Language of instruction
Face to face	1 st semester, autumn	English

Prerequisites and corequisites	
Prerequisites: A completed English language course of the secondary school (level B1/B2)	Co-requisites (if any): None

Number of credits allocated to the course unit	Student's total workload	Contact hours	Self-study and research hours
5	134	64	70

Purpose of the course unit : programme competences to be developed		
<p>To acquire skills to communicate in written and verbal forms in Lithuanian and English, to work individually and in a team, organize and plan their time, study and continuously develop their professionalism and general literacy:</p> <ul style="list-style-type: none"> • Development of all language skills (reading, writing, speaking and listening) oriented to C1 level of Common European Framework of Reference for Languages, with application of acquired professional language skills in academic and practical activities of studies; • Development of intercultural communication and cooperation skills, placing high value on tolerance, social responsibility, respect and dignity; • Developing skills of interaction with colleagues and teaching staff, group work and leadership, adequate self-assessment and evaluation of colleagues' achievement, monitoring and analysing of one's studies; • Encouraging willingness and ability to organize self-study. 		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
<p>The student</p> <ul style="list-style-type: none"> • Will acquire knowledge in all language skills (reading, writing, speaking and listening) and will be able to apply them in practice: the student will understand authentic professional texts of average linguistic complexity on science in the process of listening and reading; to analyze them in terms of language and content, to critically evaluate the received information in the process of listening and reading, to express ideas and provide argument in a linguistically accurate manner both in writing and speaking, to inform 	<p>Active learning and teaching methods: brainstorming, group discussion, mind-maps, role-play, case study, interactive learning, projects;</p> <p>Traditional methods: demonstration of audio and video material, illustration, problem solving, collecting information from scientific sources</p>	<p>Testing (open-ended and closed-ended items), listening, reading and writing tasks, task completion, questions and answers, presentations, writing assignments: essays / summaries</p>

<p>others about the subject of studies, to give argument on different issues and aspects of the subject of studies (to present, describe, interpret, evaluate and generalize), and present adequate solutions both in writing and speaking</p> <ul style="list-style-type: none"> • Will be able to use a relatively wide range of special vocabulary in the subject of study, to express ideas on various issues of the subject area as well as general issues whilst using complex grammatical patterns specific to academic writing with occasional non-systematic mistakes and sentence structure faults. • Will be able to produce spoken texts on topics of the subject area at a relatively smooth pace with few longer pauses, occasionally hesitating about certain patterns and expressions; will be able to clearly and courteously express ideas in both formal and informal registers with regard to the situation and people involved; with some efforts, will be able to follow and contribute to the discussion of the group even if communication proceeds rapidly and colloquial language is used; will be able to start a conversation, to take on the role of the speaker at a proper time and to round off the conversation when needed though not necessarily in a linguistically subtle manner. • Will be able to write clear and consistent texts on topics of the subject area, following the requirements of text structure and principles of paragraphing, grammar and punctuation; will be able to produce a clear description on topics of the subject area underlying the relevant salient issues, expanding and supporting points of view at some length with subsidiary points and relevant examples, effectively using various linking words, thus clearly demonstrating relationships between different ideas. 		
<ul style="list-style-type: none"> • Will exercise intercultural tolerance, will be able to flexibly and creatively function in multicultural environment interacting in formal and informal situations, will become aware of the differences and similarities of cultures placing high value on tolerance, dignity, etc. 	<p>Group discussion, role play, case study, information search, using video and audio material, interactive learning</p>	<p>Testing (open-ended and closed-ended items), task completion, questions and answers, different writing assignments: essays / summaries</p>
<ul style="list-style-type: none"> • Will be ready to interact with other participants in a learning process, work in pairs or teams doing joint projects, making presentations, giving and taking interviews, revising the material, consolidating information, take leadership in the group and involve peers in a successful learning process distributing the activities, holding short conversations related to the topics studied; will try to control and analyse self-study, perceive and critically evaluate learning strengths and weaknesses, plan and set out further learning aims 	<p>Case study, problem solving, projects</p>	<p>Effective cooperation: giving presentations, participating in discussions, moderating group conversations, self-assessment questionnaires</p>
<ul style="list-style-type: none"> • Will be able to plan and organise self-study, create proper learning environment, search for printed and electronic sources related to the 	<p>Self-study, preparation for class activities, tests and presentations</p>	<p>Testing (open-ended and closed-ended items), task completion, questions and answers, giving and taking interviews, different</p>

subject, additional material improving grammar, language in use, etc; will be able to effectively choose memorizing strategies for the skills to be acquired.		writing assignments: essays / summaries
---	--	---

Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Consultations	Seminars	Practice	Laboratory work	Practical training	Total contact hours	Self-study	Assignments
1. University studies; study habits and skills; academic degrees; systems compared: Lithuania, the US and the UK				3			3	3	Different reading, listening and writing assignments, grammar and vocabulary tasks, preparation for tests and speaking tasks (presentations, oral summaries), online information search
2. Introduction to the scientific method: the process of science, evaluating scientific information				3			3	5	
3. Atoms, common elements and compounds; chemical equations; states of the matter; chemical substances, metals and plastics; solutions and solvents; chemical impact				5			5	5	
4. Model organisms used in molecular biology research: <i>Mus musculus</i> , <i>Xenopus laevis</i> , <i>Arabidopsis thaliana</i> , <i>Escherichia coli</i> , viruses and bacteriophages, <i>Drosophila</i> , <i>Caenorhabditis elegans</i> , <i>Dictyostelium discoideum</i>				6			6	5	
5. The cell, its structure and functions; cellular respiration				4			4	5	
6. Metabolism: converting food into energy; balancing nutrients; balancing energy; digestion in humans				4			4	5	
7. The molecular basis of life; the nature of genes; genes, environment and the individual: 'Nature versus Nurture' debate				4			4	5	
8. The cell cycle and cell division; mitosis, cytokinesis, mutations				4			4	5	
9. Diagnosis and treatment of a disease (cancer); cancer risk and detection				4			4	5	
10. DNA structure and replication; chromosomes, meiosis, DNA fingerprinting				4			4	5	
11. Genetic engineering and gene therapy; GMOs and health; the Human Genome Project; cloning and stem cells				4			4	5	
12. Effective presentations: structure, content, language, non-verbal communication, visuals, direct and indirect questions; ways of talking about sources, facts, evidence and data; numbers and statistics; graphs and diagrams				5			5	5	
13. Academic discourse: what is special about academic English? Key nouns, key verbs, key adjectives, key adverbs, phrasal verbs, academic collocations, words of Latin origin, irregular plurals				5			5	5	
14. Grammatical properties of scientific texts: conditional sentences, relative clauses, the Passive				5			5	4	
15. Revision and consultations				4			4	4	

					64			64	70	
--	--	--	--	--	----	--	--	----	----	--

Assessment strategy	Weight, %	Assessment period	Assessment criteria
Tests	2 x 40 %	8, 16 weeks	Accumulative: tests (right answers comprise more than 60%) + accounting for specific tasks and active participation in class activities
Additional assignments (oral summaries, presentations, written tasks, etc.)	20 %	During the term	

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Required literature				
Allison L.A.	2011	Fundamental Molecular Biology		Blackwell Publishing
Zumdahl S. S., S. A. Zumdahl	2007	Chemistry		Boston, NY
Brooker R.	2005	Genetics. Analysis and Principles		Higher Education, NY
Belk C., V. Boden	2008	Biology: Science for Life		Pearson Education
Kelly K.	2008	Science		Macmillan Education
Recommended reading				
McCarthy M., F. O'Dell	2008	Academic Vocabulary in Use		CUP
Hopkins D. P. Cullen	2007	Grammar for IELTS		Cambridge Books for Cambridge Exams
Cullen P.	2008	Vocabulary for IELTS		CUP
Matthews J.R., R. W. Matthews	2008	Successful scientific Writing		CUP
Black M., Capel A.	2009	Objective IELTS		CUP
Murphy, R.	2009	English Grammar in Use		CUP
Smith J. M., E. Szathmary	1999	The Origins of Life		OUP
Swan, M.	1995	Practical English Usage		OUP
		New Scientist		www.newscientist.com
		Scientific American		www.scientificamerican.com
				http://www.sciencedaily.com

COURSE UNIT DESCRIPTION- ENGLISH II/II FOR SPECIFIC PURPOSE

Course unit title	Code
ENGLISH II/II FOR SPECIFIC PURPOSE	

Lecturer(s)	Department(s)
Coordinating lecturer Loreta CHODZKIENĖ Other: lecturer Dalia Pinkevičienė	Vilnius University, Institute of Foreign Languages Department of English for Physical and Biomedical Sciences, 5 Universiteto, LT-01513 Vilnius

Cycle	Level of the course unit	Type of the course unit
Full-time studies (1 st stage)	2 out of 2	Compulsory

Mode of delivery	Period of delivery	Language of instruction
Practice	2 nd semester, spring	English

Prerequisites and corequisites	
Prerequisites: Completion of the English language course	Corequisites (if any): None

Number of credits allocated to the course unit	Student's total workload	Contact hours	Self-study and research hours
5	134	64	70

Purpose of the course unit : programme competences to be developed		
<ul style="list-style-type: none"> Developing all language skills (reading, writing, speaking and listening) oriented to C1 level of Common European Framework of Reference for Languages, with application of acquired professional language skills in academic and practical activities of studies; Developing skills of intercultural communication and cooperation placing high value on tolerance, social responsibility, respect and dignity; Developing skills of interaction with colleagues and teaching staff, group work and leadership, adequate self-assessment and evaluation of colleagues' achievements, monitoring and analysing of one's studies; Encouraging willingness and ability to organize self-study. 		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
<p>The student</p> <ul style="list-style-type: none"> Will acquire knowledge in all language skills (reading, writing, speaking and listening) and will be able to apply them in practice: will understand the linguistically complex authentic professional texts on science, will be able to analyze them in terms of language and content, will be able to critically evaluate the received information in the process of listening and reading. Will be able to accurately express ideas and provide argument both in writing and speaking: to inform about the subject of studies, to give argument on different issues and aspects on the subject of studies (to present, describe, define, interpret, evaluate and generalize), present adequate solutions both in writing and speaking In speaking and writing will be able to use a wide range of special vocabulary in the subject of study with little obvious searching for 	<p>Active learning and teaching methods: brainstorming, group discussion, mind-maps, role-play, case study, interactive learning, projects</p> <p>Traditional methods: demonstration of audio and video material, illustration, problem solving, collecting information from scientific sources</p>	<p>Testing (open-ended and closed-ended items), listening, reading and writing tasks, task completion, questions and answers, presentations, writing assignments: essays / summaries</p>

<p>expressions or avoidance strategies; will consistently and correctly employ correct grammar patterns specific to academic writing</p> <ul style="list-style-type: none"> • Will be able to give clear, detailed descriptions and presentations on complex subjects, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion; will be able to flexibly and effectively use language both for professional and social purposes, select an appropriate formulation from a broad range of language to express oneself clearly in relation to degrees of certainty/uncertainty, belief/doubt, likelihood, etc. • Will be able to write clear, well-structured texts of complex subjects, underlying the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. 		
<ul style="list-style-type: none"> • Will exercise intercultural tolerance, will be able to flexibly and creatively function in multicultural environment interacting in formal and informal situations, will become aware of the differences and similarities of cultures placing high value on tolerance, dignity, etc. 	Group discussion, role play, case study, information search, using video and audio material, interactive learning	Testing (open-ended and closed-ended items), task completion, questions and answers, different writing assignments: essays / summaries
<ul style="list-style-type: none"> • Will be ready to interact with other participants in a learning process, work in pairs or teams doing joint projects, making presentations, giving and taking interviews, revising the material, consolidating information, take leadership in the group and involve peers in a successful learning process distributing the activities, holding short conversations related to the topics studied; will try to control and analyse self-study, perceive and critically evaluate learning strengths and weaknesses, plan and set out further learning aims 	Case study, problem solving, projects	Effective cooperation: giving presentations, participating in discussions, moderating group conversations, self-assessment questionnaires;
<ul style="list-style-type: none"> • Will be able to plan and organise self-study, create proper learning environment, will search for printed and electronic sources related to the subject, additional material improving grammar, language in use, etc, will be able to effectively choose memorizing strategies for the skills to be acquired. 	Self-study, preparation for class activities, tests and presentations	Testing (open-ended and closed-ended items), task completion, questions and answers, giving and taking interviews, different writing assignments: essays / summaries

Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Consultations	Seminars	Practice	Laboratory work	Practical training	Total contact hours	Self-study	Assignments

1. Biodiversity and classification; the organisation of life's diversity; kingdoms and domains				6			6	5	
2. Charles Darwin and the theory of evolution; fossil record, evidence of evolution, evolution in the everyday world (molecular clocks, health care, ecology)				6			6	5	
3. Natural selection; genetic drift; evolution of viruses and bacteria; evolution of mammals and humans				6			6	5	
4. Understanding of biological species; the process of speciation				4			4	5	
5. The immune system, viral and bacterial infections, prions				4			4	5	
6. Neuroscience: brain structure and functions; the nervous system; neuron structure and functions; neurotransmission				4			4	5	
7. Achievements in development of biosciences in Lithuania				4			4	5	
8. Bioethics, laws on bioethics enacted in Lithuania				4			4	5	
9. The Framework of a scientific article to describe successful biomedical research				4			4	5	
10. Poster presentation: its structure and content				4			4	5	
11. Academic summary: requirements and specific language; reporting what others say; expressing cause and effect; linking ideas; comparing and contrasting; organising your writing; classifying; describing research methods				4			4	5	
12. Academic discourse (continued): expressing and grounding opinions, talking about points of view				4			4	5	
13. Grammatical properties of scientific texts (continued): infinitival and participial structures in written academic discourse				5			5	5	
14. Revision and consultations				5			5	5	
Total				64			64	70	

Different reading, listening and writing assignments, grammar and vocabulary tasks, preparation for tests and speaking tasks (presentations, oral summaries), online information search

Assessment strategy	Weight, %	Assessment period	Assessment criteria
Final Test	16.68	In the middle of May	Language in use test (vocabulary and grammar) Max. score: 20
Written examination	16.66+ 16.66+ 25	End of the course	Reading and listening comprehension in a test format (max. score 20 each); academic summary (max. 30 points acc. to criteria set by the IFL)
The mean score of three presentations (spoken production)	25	During the semester	Each presentation assessed on the basis of criteria set by the IFL (max. score 30 points)
Active work and achievement	Max.2 points added to the total percentile score	During the course	1-2 bonus points awarded for active work and considerable progress are added to the total percentile score. Final exam grade given on the basis of the assessment table set by the IFL

Author	Year of publication	Title	Issue of a periodical or volume of a	Publishing place and house or web link
--------	---------------------	-------	--------------------------------------	--

			publication	
Required literature				
Futuyma D. J	2005	Evolution		Sinauer Associates Incorporated
Belk C., V. Boden	2008	Biology: Science for Life		Pearson Education
Kelly K.	2008	Science		Macmillan Education
Recommended reading				
McCarthy M., F. O'Dell	2008	Academic Vocabulary in Use		CUP
Hopkins D. P. Cullen	2007	Grammar for IELTS		Cambridge Books for Cambridge Exams
Cullen P.	2008	Vocabulary for IELTS		CUP
Matthews J.R., R. W. Matthews	2008	Successful scientific Writing		CUP
Black M., Capel A.	2009	Objective IELTS		CUP
Murphy, R.	2009	English Grammar in Use		CUP
Swan, M.	1995	Practical English Usage		OUP
		New Scientist		www.newscientist.com
		Scientific American		www.scientificamerican.com
				http://www.sciencedaily.com