

COURSE UNIT DESCRIPTION- ENGLISH II/II FOR SPECIFIC PURPOSE

Course unit title	Code
ENGLISH II/II FOR SPECIFIC PURPOSE	

Lecturer(s)	Department(s)
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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
The student <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 	Active learning and teaching methods: brainstorming, group discussion, mind-maps, role-play, case study, interactive learning, projects Traditional methods: demonstration of audio and video material, illustration, problem solving, collecting information from scientific sources	Testing (open-ended and closed-ended items), listening, reading and writing tasks, task completion, questions and answers, presentations, writing assignments: essays / summaries

<ul style="list-style-type: none"> • 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 expressions or avoidance strategies; will consistently and correctly employ correct grammar patterns specific to academic writing • 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
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	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	Different reading, listening and writing assignments, grammar and vocabulary tasks, preparation for tests and speaking tasks (presentations, oral summaries), online information search
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	

Assessment strategy	Weight, %	Assessment period	Assessment criteria
Final Test	16.66	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	During the course	1-2 bonus points awarded for active work and

	added to the total percentile score		considerable progress are added to the total percentile score. Final exam grade given on the basis of the assessment table set by the IFL
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Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
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