

Academic Year/course: 2022/23

## 29309 - English Used in Odontology

### Syllabus Information

---

**Academic Year:** 2022/23

**Subject:** 29309 - English Used in Odontology

**Faculty / School:** 229 - Facultad de Ciencias de la Salud y del Deporte

**Degree:** 442 - Degree in Odontology

**ECTS:** 6.0

**Year:** 1

**Semester:** First semester

**Subject Type:** Optional

**Module:**

## 1. General information

### 1.1. Aims of the course

#### **The course and its expected outcomes respond to the following approaches and objectives**

The acquisition of the basic tools to manage successfully in the most common communicative situations, linked with the Odontology field, as well as to handle and produce specific materials for this discipline, in the English language.

The level acquired by the student at the end of the course is that of a B1, from the Common European Framework of Reference for the Languages.

Thus, passing this course, English Applied to Dentistry, will entail the **validation of the compulsory course 24900 Modern Language English B1 (2ECTS)**, included in the Dentistry degree.

These proposals and goals are aligned with the following Sustainable Development Goals (SDGs) of the 2030 Agenda of the United Nations (<https://www.un.org/sustainabledevelopment/>), in such a way that the acquisition of the learning outcomes of the course provide training and competence to contribute to their achievement:

- Goal 3: Health

*The proposal, methodology and assessment tools in this guide will be the same in any teaching circumstances. They will be adjusted depending on the socio-sanitary conditions at any given moment.*

### 1.2. Context and importance of this course in the degree

It is an optative course in which linguistic formation is offered, more specifically, specific English for students of Odontology.

### 1.3. Recommendations to take this course

Students are reminded that the course is given in English and thus, it is recommended that they have a pre-intermediate B1 level, of the Common European Framework of Reference.

## 2. Learning goals

## 2.1. Competences

### **When passing the course, the student will be more competent to...**

Improve his knowledge and use of a second language, in this case, English.

Apply theoretical knowledge to performance.

Recognize the need to plan and manage time, and to do it efficiently.

Work in the abilities of management of information (skill to search, analyze and choose information from different sources), and be able to transmit and present the knowledge acquired after investigation.

Work in an international context.

Work in a team.

## 2.2. Learning goals

### **The student, to pass this course, will have to show the following results ...**

The student knows the characteristics of scientific English, a language which will be essential in the development of this future professional functions.

The student possesses the abilities of general reading comprehension, to understand and interpret scientific texts, as well as specific writing.

The student is able to deliver a basic oral presentation

The student knows specific vocabulary related to his English studies

## 2.3. Importance of learning goals

The learning outcomes offer the student the possibility of counting on a tool, the English language, which will let them widen their knowledge about the content of other courses of the degree.

Thanks to these outcomes, the student will be able to give a formative continuity to their studies, not only in the university student stage, but also in their professional activity, as most specialised literature is published in English, and international congresses are numerous.

The student will count on an important help to continue being trained throughout their career.

## 3. Assessment (1st and 2nd call)

### 3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

#### **The student will demonstrate that they have reached the expected learning outcomes by means of the following assessment activities.**

The student has the possibility to choose from a continuous assessment or a global assessment system.

#### **1. Continuous assessment**

During the term, the following tests will be carried out, on the dates appointed by the teacher, and published on Moodle.

- i. Reading comprehension: 10%
- ii. Listening comprehension: 10%
- iii. Use of English (grammar and vocabulary): 10%
- iv. Writing: 10%
- v. Oral presentation: 20%

On the appointed date for the final evaluation, the written exam will consist on the following parts:

- i. Reading comprehension: 10%
- ii. Listening comprehension: 10%
- iii. Use of English (grammar and vocabulary): 10%
- iv. Writing: 10%

## 2. Global assessment

It will consist on an oral exam and a final written exam, on the appointed date for the final exam, and it will consist on the following parts:

- i. Reading comprehension: 20%
- ii. Listening comprehension: 20%
- iii. Use of English (grammar and vocabulary): 20%
- iv. Writing: 20%
- v. Oral interview: 20%

## SECOND CALL

Students who did not pass the exam, in the first call, will have to take an exam, with the same format as the Global Assessment Exam, in the second call, on the date appointed by the Center.

In the exam, students will have to demonstrate the knowledge acquired throughout the course:

**Morphosyntaxis and vocabulary.** Students will solve exercises that will be similar to those done during the term, in which the grammatical correction in structures, which may be used in a ?dietician-patient? context, will be valued, as well as the precise use of technical words relation to Nutrition, or definition of concepts.

**Writing comprehension.** It will include at least a text about an aspect of the syllabus. Student will answer global comprehension questions, or specific data or information that will be deductible from the text.

**Listening comprehension.** Student will prepare a presentation about a topic of the specialisation, by pairs or individually, which will be assessed individually. The presentation will take place in the classroom, following the norms which will be previously explained. In these presentations, students will use a PowerPoint document, which will be handed in to the professor, together with any written material used for the preparation of the presentation. The dates for the presentations will be decided during the term and will be published on Moodle.

**Writing.** Students will elaborate a composition about a topic related to the course. In this section, not adapting to the task or the topic is a criteria for evaluation, being able to obtain a 0 in the qualification of this skill.

## ASSESSMENT CRITERIA

In the evaluation activities the following aspects will be valued:

**Oral expression /interaction:** fluency, phonetic correction, message clarity, lexical, grammatical, pragmatical and communicative adequacy (use of strategies not to resort to the mother tongue)

**Written expression:** message relevance and adequacy of ideas to the proposed topic: communicative capacity, organization, clarity and coherence, morphosyntactic, lexical and orthographic adequacy; stylistic adequacy.

**Oral comprehension:** understanding of the global idea, recognition of the most important details of the recordings.

**Written comprehension:** understanding of the main ideas of a text, location of specific information, formulation of inferences, usage of contextual components, and knowledge about word formation to infer the meaning of unknown words or expressions.

## ASSESSMENT SYSTEM

The student must obtain a 50% of the total to obtain a pass qualification.

According to the current legislation, the qualifications will be the following:

From 50% to 69% pass C, from 70% to 89% outstanding B, from 90% excellent A. The grade "with honours" will be given with an excellent A grade, according to the professor's criteria.

## 4. Methodology, learning tasks, syllabus and resources

### 4.1. Methodological overview

The methodology followed in this course is oriented towards the achievement of the learning objectives. A wide range of teaching and learning tasks are implemented, such as theory sessions, practice sessions, tutorials, and autonomous work and study.

### 4.2. Learning tasks

This course is organized as follows:

- **Theory sessions:** The teacher explains the theoretical basis, with the support of different resources. The student takes notes, asks doubts, comments on the new elements that are introduced in the explanations.
- **Practice sessions.** The teacher presents the objectives, assesses the realization of the work, and supervises its development, if necessary. Students work in groups and orally presents the result to the whole class.
- **Tutorials.** The teacher advises and solves suggested questions. The student proposes difficulties and receives guidance.

### 4.3. Syllabus

**1 Dentistry.** Specializations. The dental practice. Dental personnel Dental instruments.

**2 Human dentition.** The mouth. Tooth anatomy. Types of teeth.

**3 Communication in the dental practice** Patient scheduling. Insurance and fees. Chairside manner. Patient anxiety. Communicating with patients. Patient health history.

**4 Dental exam.** Radiography. Dental prosthetics. Orthodontic treatment. Dental caries. Fillings.

**5 Dental conditions.** Root canals. Extractions. Gum disease. TMJ problems.

**6 Lifelong dentistry** Pediatric dentistry. Geriatric dentistry. Nutritional counseling.

### 4.4. Course planning and calendar

**Planning of sessions. Example:**

- Theory sessions: 0.5-1 hours per week
- Practice sessions 2.5-3 hour per week

Further information concerning the timetable, classroom, office hours, assessment dates and other details regarding this course will be provided on the first day of class or please refer to the Faculty of Health and Sports Sciences website and Moodle.

### 4.5. Bibliography and recommended resources

To consult the bibliography and recommended resources, you must access the *Recommended Bibliography* link.