



Course Code:	5902GCH
Course Name:	English Language & Communication for Health
Semester:	Health Care Semester 1, 2017
Program:	Diploma of Health Care
Credit Points:	10
Course Coordinator:	Rhonda Ozturk
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### **Teaching Team**

Your lecturer/tutor can be contacted via the email system on the portal.

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### **Staff Consultation**

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the “myTimetable” link.

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Prerequisites

There are no prerequisites for this course. International students are required to study this course, unless a certain level of English is demonstrated on entry to the Diploma program.

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### **Brief Course Description**

English Language and Communication for Health is a 10 Credit Point course situated within the first semester of the Diplomas of Health Science and Health Care. These Diplomas are designed to provide students with a pathway to:

"¢ further university studies in the health sciences and health care disciplines; or  
"¢ direct employment.

English Language and Communication for Health is only offered to students from a non-English speaking background (NESB). Students whose first language is English are not permitted to undertake this course. The purpose of the course is to introduce students to the language, knowledge and communication skills required for study and practice in their health disciplines, and to enable them to develop and practice English language skills relevant to the academic culture of Australian universities.

The course therefore involves intensive English language practice and language immersion activities, with elements applied to contextualised, discipline specific settings.

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### **Rationale**

English Language and Communication for Health provides you with the skills and knowledge necessary to meet the requirements of the Australian university context, to successfully manage the academic language challenges of your degree program, and beyond that, the language demands of the global workplace.

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### **Aims**

The course aims to:

1. further develop your communicative competence in spoken and written English;
2. raise your awareness of how English language functions within the Australian higher education context, especially in relation to different **modes of learning** (cooperative/group-work and independent learning) and different **assessment practices** (presentation, essay, examination);
3. provide explicit guidance on aspects of the Australian university culture that are required for your successful study in Health;

4. ensure you are aware of your responsibility to continue to develop your English language skills throughout your Diploma program and are familiar with the various support systems in place to assist you in the development of your English language skills.

The course addresses these aims through both content and teaching methods designed for NESB students.

The content of the course focuses on the language and communication skills that you need to develop and practise in order to achieve success in your studies and careers. These include an intensive review of English language and discourse in the context of practical written and oral communication tasks in Health.

The **teaching methods** have been designed to give you the opportunity to practice speaking and writing skills in a supportive learning environment and to enable you to receive individual feedback from tutors so that you improve your English communication skills in Health.

This course is open to both international and domestic NESB students.

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## **Learning Outcomes**

Upon successful completion of this course you will be able to:

1. demonstrate familiarity with the various oral and written skills necessary to communicate in English-speaking university environments including especially, means to avoid plagiarism and the creation of work which is recognisably professional through the appropriate use of paraphrasing, quoting, summarising, in-text citations, and reference lists;
2. demonstrate ability to find and read Health related academic sources
3. demonstrate understanding of the structures underlying presentations, and essays in Health and demonstrate the ability to write academic essays and create and deliver academic presentations;
4. demonstrate knowledge of the grammar relevant to spoken and written texts in Health;
5. demonstrate understanding of the key features and values of the Australian tertiary education system reflected in English language practices;
6. critically analyse authentic examples of spoken and written texts in Health;
7. work in informal and formal learning contexts with appropriate language and interactional strategies;
8. engage in professional settings with appropriate language and interactional strategies;
9. reflect on, and take responsibility for, the continuing development of your communication practices.

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## **Texts and Supporting Materials**

### **Required Text:**

Turner, K., Ireland, L., Krenus, B., & Pointon, L. (2011). *Essential Academic Skills* (2nd. ed.). Melbourne, Australia: Oxford University Press

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## **Organisation and Teaching Strategies**

The course material is delivered in lectures and tutorials and illustrated and taught with the use of academic health related texts, videos, and practical exercises. Course delivery involves four (4) formal contact hours per week: Lectures typically occupy two hours; tutorials and workshop activities fill the remaining two hours. You are also provided with lecturer/tutor contact through consultation times.

The **lectures** focus on important skills and content knowledge designed to meet the learning outcomes. They are interactive, allowing you the opportunity to raise questions as well as to practise relevant skills where possible.

The focus in **tutorials/workshops** is on providing communicative task-based activities that allow you sufficient opportunities to examine and practice the skills presented in the lectures and to apply them to other areas of your study. Activities in the tutorials and workshops enable you to develop your skills in listening, speaking, reading, and writing in Health contexts. Tutorials and workshops may also contain discourse grammar workshops to allow you to focus on particular language issues that are commonly found to be problematic. Students are expected to actively participate in tutorials and workshops in order to develop critical thinking, listening, reading, speaking and writing skills.

## **Class Contact Summary**

Classes for English Language and Communication for Health include the following:

- Lectures: 2 hours per week (week 1-10).
- Tutorials: 1 hour per week (1-10) & 2 hour Revision tutorial in week 11
- Workshops: 1 hour per week (1-10 inclusive).

### **Attendance**

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. Your attendance will be marked.

### **Preparation and Participation in Class**

You are expected to prepare for classes by reading the relevant material and by completing any assigned tutorial/workshop exercises so that each week you can actively contribute to your own learning and the learning of others. In tutorials, especially, you are expected to ask and answer questions, to take part in group discussions, and to initiate discussions and stimulate debate.

### **Consultation Times**

Attendance during consultation times is optional but you are encouraged to use this extra help to improve your learning outcomes.

### **Course Materials**

Lecture notes will be made available to you on the Learning @ GRIFFITH COLLEGE website and you are advised to print these out and bring them to each class so that extra notes can be added.

### **Independent Study**

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, an additional 6 hours per week outside of the time spent attending lectures and tutorials, for each of your courses.

### **Program Progression**

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 in any semester [please see GRIFFITH COLLEGE Policy Library - Program Progression Policy - for more information].

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## **Content Schedule**

### **Weekly Teaching Schedule**

<b>Week</b>	<b>Topic</b>	<b>Activity</b>	<b>Readings</b>
1	Learning at university; Developing language to learn well; Self-efficacy	Lecture	Chapter 1, Chapter 3
	Learning at university; Speaking in a tutorial	Tutorial	Chapter 1; Chapter 3

	discussion		
	Overview: 5902GCH Course Outline and course site	Workshop	
2	Finding sources relevant to health issues; Reading in an academic health context	Lecture	Chapter 4
	Finding sources relevant to health issues	Tutorial	Chapter 4
	Reading in an academic health context	Workshop	Chapter 4
3	Understanding case studies	Lecture	Chapter 8
	Health vocabulary	Tutorial	
	Examining case studies	Workshop	Chapter 8
4	Writing for Health: Avoiding plagiarism through the use of paraphrasing with citations; Writing a basic academic paragraph	Lecture	Chapter 5
	Writing for Health: Avoiding plagiarism through the use of paraphrasing	Tutorial	Chapter 5

	with citations		
	Writing a basic academic paragraph	Workshop	Chapter 5
5	Writing for Health: Using quotations with in-text citations; Writing developed paragraphs	Lecture	Chapter 5
	Writing for Health: Using quotations with in-text citations; Writing developed paragraphs	Tutorial	Chapter 5
	Writing for Health: Using quotations with in-text citations; Writing developed paragraphs	Workshop	Chapter 5
6	Critical analysis in Health	Lecture	Chapter 1 pp. 7-11; Chapter 4 pp. 87-89; Chapter 11 pp. 271-275
	Writing a developed paragraph	Tutorial	Chapter 5
	Giving presentations	Workshop	Chapter 10
7	Writing for Health: Essay writing	Lecture	Chapter 6
	Writing for Health: Essay writing	Tutorial	Chapter 6
	Writing for Health: Essay	Workshop	Chapter 6

	writing		
8	Creating reference lists	Lecture	Chapter 5 pp. 112-117
	Creating reference lists	Tutorial	Chapter 5 pp. 112-117
	Using language in group work	Workshop	Chapter 9 pp. 211-217
9	Reading research articles: Part 1	Lecture	Chapter 10
	Presentations	Tutorial	
	Presentations	Workshop	
10	Reading research articles: Part 2	Lecture	Chapters 12 & 13
	Reading research articles	Tutorial	Chapters 12 & 13
	Examination case study practice	Workshop	
11	Revision Session	Tutorial	
12	Final exam	Examination	

## Assessment

This section sets out the assessment requirements for this course.

## Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Portfolio	20%	1-7, & 9	Weeks 1 - 7
2	Written Essay	25%	1-6	Week 9



3	Oral Presentation	15%	1-7 & 9	Week 10
4	Final Examination	40%	1 - 6	Final examination period

## Assessment Details

### 1. Written Assignment Portfolio:

Rationale: To scaffold writing an academic essay using a methodical step by step approach  
 Assessment details: A portfolio is a collection of written tasks. You are required to develop a portfolio based on tasks assigned jointly by the lecturer and tutor. Many of the tasks will be related to your essay assessment.

Marking criteria: Students will be awarded marks based on their completion of each portfolio activity. These activities must follow the academic conventions that students will be educated in.

### 2. Written Assignment: Essay

Rationale: To teach students the necessary components of an academic essay which are required at university

Assessment details: The essay will be completed by you in various stages with support and feedback from your tutor at each point in the process. Both lectures and tutorials will provide you with guidance for completing each stage.

Marking criteria: The essay will be marked against established criteria which will be published on the 5902GCH MyStudy course site. The writing must be in appropriate academic style, using correct spelling, grammar, sentence structure and punctuation.

Submission: Hard copy in class and online submission to Turnitin

### 3. Oral Presentation

Rationale: The oral presentation provides students with practice in planning, structuring and presenting information in an academic health context.

Assessment details: This is a short group presentation based on one of the topics provided in class by the tutor. Marking criteria: Students will be provided with a marking criterion schedule in advance of the date of expected presentation date.

#### **4. End of semester Examination**

Rationale: The end of semester examination is designed to test students' knowledge of academic and health related vocabulary; their content knowledge; and their ability to read health texts and to write for a specific academic purpose using correct academic conventions and accurate and appropriate language.

Assessment details: The exam consists of a number of multiple choice, short answer questions and a paragraph writing task based on two abstracts from health related academic articles.

Marking criteria: The end of semester examination will be marked against established model answers and undergo a full moderation process.

Further detailed explanations of assessment expectations will be provided during class and where necessary on the 5902GCH course site in MyStudy on the Griffith College student portal.

#### **Requirements to pass the course:**

In order to pass this course students must:

1. Submit ALL weighted assessment items, AND
2. Actively participate in the Oral presentation, AND
3. Attend and attempt the final End of Semester examination, AND
4. Achieve a minimum cumulative total of 50% from all graded assessments.

#### **Submission and Return of Assessment Items**

Normally you will be able to collect your assignments in class within fourteen [14] days of the due date for submission of the assignment.

#### **Retention of Originals**

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

#### **Extensions**

To apply for an extension of time for an assessment item you must submit a written request to your lecturer via the Student Website at least 48 hours before the date the assessment item is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant

documentation [e.g. medical certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

### **Penalties for late submission without an approved extension**

Penalties apply to assignments that are submitted after the due date without an approved extension. Assessment submitted after the due date will be penalised 10% of the TOTAL marks available for assessment (not the mark awarded) for each day the assessment is late. Assessment submitted more than five days late will be awarded a mark of zero (0) For example:

- > 5 minutes and  $\leq$  24 hours 10%
- > 24 hours and  $\leq$  48 hours 20%
- > 48 hours and  $\leq$  72 hours 30%
- > 72 hours and  $\leq$  96 hours 40%
- > 96 hours and  $\leq$  120 hours 50%
- > 120 hours 100%

Note:

- Two day weekends will count as one day in the calculation of a penalty for late submission.
- When a public holiday falls immediately before or after a weekend, the three days will count as one day in the calculation of a penalty for late submission.
- When two public holidays (e.g. Easter), fall immediately before or after, or one day either side of a weekend, the four days will count as two days in calculating the penalty for late submission.
- When a single public holiday falls mid-week, the day will not be counted towards the calculation of a penalty.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

### **Assessment Feedback**

Your assessment will be marked so that you can learn from your work. Feedback will be provided so that you can see the level you have reached in any skill. Your tutor will give you comments on your work and will be happy to discuss your assessment further, if you wish. You may see your tutor in his/her consultation time.

Marks awarded for assessment items will also be available on the on the Griffith College Student Portal within fourteen [14] of the due date for submission of the assessment.

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## Generic Skills

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills	Taught	Practised	Assessed
Written Communication	Yes	Yes	Yes
Oral Communication	Yes	Yes	Yes
Information Literacy	Yes	Yes	Yes
Secondary Research	Yes	Yes	Yes
Critical and Innovative Thinking	Yes	Yes	Yes
Academic Integrity	Yes	Yes	Yes
Self Directed Learning	Yes	Yes	Yes
Team Work	Yes	Yes	Yes
Cultural Intelligence		Yes	
English Language Proficiency	Yes	Yes	Yes

## Additional Course Generic Skills

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### Additional Course Information

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations on the Griffith College portal whenever these are available.

Student feedback on their courses can be found by going to 'Student feedback' under Support in the Griffith College Student Portal.

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## **Academic Integrity**

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of any allegation of academic misconduct made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the [Griffith College Academic Integrity Policy](#); this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

## **Risk Assessment Statement**

There are no out of the ordinary risks associated with this course.

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