Course Name	Code	Semester	Type of course	Theory (hours)	Work in group (hours)	ECTS
Communication Skills and Academic Reporting I	ENG 1003	I	Mandatory	-	56	4

Faculty, the educational program and education level	Faculty of Medicine, one-cycle Educational Program "Medicine"
Author (s)	**Nana Mazmishvili** -invited specialist, Doctor in Linguistics; Contact Details: Mob.tel.: 593 56 71 85 E-mail: mazmishvili.nana@yahoo.com Consultation days are fixed according the individual agreement
Educational course format	Applications
Educational course Volume	**Total:** 120 hours **Contact hours:** 60 h, including: 1. Application – 56 h 2. Midterm – 2 h 3. Final exam -2 h **Independent work** – 60 h
Prerequisites	None
The purpose (s) of tutorial course/modules	The course is aimed at developing students' knowledge in communicating properly in the medical environment in verbal as well as written ways with the clear focus on acquiring the communication and writing skills in an academic manner.
Teaching and learning methods	**Group and peer work discussions** aim at developing students' abilities of collaborative learning since they get used to group and peer work and give the best possibility to demonstrate their knowledge base on sharing it with the other group members; **Writing activity-** students will be given various writing assignments to do them individually or with a partner. This comprises exercises as well as preparing official documents according to the syllabus. They might have to do the assignments at home as well as the class. Different writing assignments are aimed at developing the students skills to express the idea in writing following all requirements of the given task; **Verbal activities** are aimed at developing the students' skills to communicate the message appropriately in verbal way, express themselves effectively and relevantly in the concrete situation; **Discussion** –-students will be divided in groups, carry discussions on the concrete topic. The aim of the given activity is to develop the skills of critical thinking, analysis, debating and making conclusions based on the revision of opinions.

	Project preparation and presentation - students will choose a topic from the provided materials or independently, find the needed material, work with books, develop the project plan and the expected outcome. The project must be presented in PowerPoint format before the audience; Mostly these will be the group and projects presented by all group members; The other groups make comments after the presentation is over; **Text analysis**-students will work on different texts followed by the True or False, comprehensive questions around it that aims to develop the skills of the content analysis, understanding of the main idea, anticipating, deducing and guessing the unknown vocabulary and applying it later correctly in the similar contextual situations; **Role Play**-students must simulate the different contextual situations by playing the various roles; **Working on exercises from the textbook**- any new topic is followed by the relevant exercises in the course working on which aims at developing the students' knowledge in correct usage of concrete grammar or vocabulary structures so that the student is then able to use these structures absolutely independently in the similar or different situations;
Assessment criteria	**Maximum score- 100 sc.** **Midterm assessment – 60 sc.** • Writing activity -10 sc. • Verbal activity -10 sc. • Discussions-10 sc • Project - 10 sc • **Midterm Exam – 20 sc.** **Writing Activity asses criteria (maximum 10 score):** 1. Expressing ideas clearly-2 scores; 2. Expressing ideas correctly from the grammar point of view- 2 scores; 3. Cohesion-2 scores; 4. Creativity -2scores; 5. Following the standards of the document requirement-2scores; **Verbal Activity asses criteria (maximum 10 score):** 1. Fluency-2 scores; 2. Accuracy- 2 scores; 3. Relevance of the responce-2scores; 4. Creativity-2scores; 5. Application of newly learnt words or terminology-2scores; **Project peparation-presentation - (max 10 scores)** 1. Actuality of the problem - 1 score; 2. Correct planning - 1 score; 3. Presenting the valuable literature existed around the topic-1 score; 4. Fluency - 1 score; 5. Accuracy- 1score; 6. Comprehensive understanding of the topic - 1 score; 7. Application of topic related vocabulary -1 score; 8. Interaction with the audience- 1 score; 9. Visual and technical side of the material-1 score; 10. Ability to answer the questions-1 score;

	Discussion assessment criteria (max 10 scores) • Critical thinking- 2 scores; • Fluency - 2 scores; • Ability to justify own opinion - 2 score; • Time management - 2 scores; • Application of the topic related words or tems-2 scores; **Mid-term exam** will be a test (multiple choice) including 40 questions with 0.5 scores for each correct answer The student is allowed to pass the final exam, if he accumulates not less than 11 points for the mid-term evaluations (considering that he/she will get the maximum score at the final exam). **Final exam - 40 scores** Is also the test (closed questions). It contains 80 questions (multiple choice); each one rates 0,5 scores (totally 40 scores). The final exam is considered to be passed if the student accumulates at least **70% or more** out of the maximum assessment of the exam (40X70/100=28 score). The students' assessment has to be done in the following way: **Positive rate:** • (A) Excellent- 91 or more scores; • (B) Very Good- 81-90 scores; • (C) Good- 71-80 scores ; • (D) Satisfactory- 61-70 scores; • (E) Enough- 51-60 scores; **Negative rate:** • (FX) Failure - 41-50 scoress, which means that a student needs to work more and an independent and considerable further work is required to pass the exam once again to be re-awarded; • (F) Fail - 40 scores or less, which means that the student's diligence is not sufficient and student has to learn the subject all over again. The student can pass the additional exam during the same semester. The time interval between the final and additional exams should be not less than 10 days.
The basic literature	1. **The Academic Medicine Handbook** For Academic Faculty; G.Guest and R. Smith-Coggins; Springer;Stanford, CA, USA; 2013; 2. **English Language and Medicine Profession;** Instructing and Assessing the Communication Skills of International Physicians; Tipton Sara M; Barbara J. Hoekje; Bingley, U.K. Emarald Group Publishing Limited; 2011.
The auxiliary literature	Grammar and Writing Skills for the Health Professional; DorrenVillemaire; Lorraine Villemaire; United States on America; 2001;

The tutorial/training course content

№	Topics	Lecture (hour)	Application (hour)
1	Specifics of Academic Language; The difference between the plain and academic genres; How to prepare the best possible curriculum vitae; content and structure; Typical grammar structures; vocabulary and clichés;		4
2	How to prepare the best possible curriculum vitae. How to interview for the first academic position; Typical questions to be asked to the applicants; Types of nouns; Characteristics and functions of nouns;		4
3	How to write a letter of application; content and structure; The difference and similarities between the cover letter and the letter of application; The best possible cover letter; Type of pronouns in the medical contexts;		4
4	How to write a letter of motivation; content and structure; Pronoun-antecedent agreement;		4
5	How to write a reference letter; Content and Structure; Types of verbs; Types of verbs used in medical contexts;		4
6	How to write a notification letter; Verb tenses used in compliance with medical contexts;		4
	Midterm Exam		2
7	Explanation Letters; Content and Structure; Offer Letter writing;		4
8	Writing a rejection letter; Writing an approval letter;		4
9	Resignation letter writing; Principle parts of verbs; Dealing with misleading verbs is medical texts;		4
10	How to write a letter of request; Voice and mood of the verb characterizing medical texts;		4
11	How to write an appeal letter; Prefixes and suffixes with medicine related words;		4
12	How to write an inquire letter; Understanding complex forms;		4
13	How to conceptualize a research proposal;		4

	Research proposal outline;			
14	Statement of the research problem or issue; General topics and the statement of the problem; Some practical considerations;			4
	Final exam			2

Learning Outcomes

Criteria	Competences
Knowledge and understanding	The students will gain the profound knowledge on the general as well as the specific requirements for the proper verbal and written communication within the academic style; The students will have the deep knowledge on the structural and content related aspects as well as typical grammar characteristics of different types of documents to be performed in the academic style; The course also aims at giving some general knowledge on the step-wise approach of designing the research project comprising the conceptualization stage only.
Aapplying knowledge	The students will be able to produce different types of documents widely applied in the institutional settings, in compliance with the general and specific requirements of the academic style; The students will be able to recognize the statement of the problem in the research project; They will be able to differentiate between the statement and the general problem;
Making Judgments	The students will be able to analyze correctly various contexts based on the knowledge of the complex and unique for the academic style grammar structures and vocabulary typically applied in the medical environment;
Communication Skills	The students will be able to communicate the message appropriately through different types of documents based on the knowledge of the target -content interrelation and choose the relevant type of the document in accordance with the situation; The students will be able to use particular grammar and vocabulary units to express the purpose of message in various oral and written communicative contexts;