

**PROGRAM FOR UNDERGRADUATE
DOCTOR OF VETERINARY MEDICINE**

COURSE SPECIFICATION

SN03055: ENGLISH FOR VETERINARY MEDICINE

I. General information

- Term: 8
- Credits: **Total credits 02 (Lecture: 30 – Practice: 0) - Self-study: 06**
- Credit hours for teaching and learning activities:
 - + Lecture: 15 hrs
 - + Exercises on class: 15 hrs
- Self-study: 90 hrs.
- Department conducting the course:
 - Department: General English
 - Faculty: Tourism and Foreign Languages
- Kind of the course:

Foundation <input type="checkbox"/>		Fundamental <input type="checkbox"/>		Option 1 <input type="checkbox"/>		Option 2 <input checked="" type="checkbox"/>	
Compulsory <input type="checkbox"/>	Elective <input type="checkbox"/>	Compulsory <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Compulsory <input type="checkbox"/>	Elective <input type="checkbox"/>	Compulsory <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>

- Parallel course(s): None
- Prerequisite course(s): SN01033: English 2
- Course language: English ☒ Vietnamese ☐

II. Program learning outcomes

Program learning outcomes and program's performance criteria to which the course contributes:

Program learning outcomes After successfully completing this program, students are able to	Program Learning outcome's performance criteria
General knowledge	
PLO1	1.2. Apply social science knowledge and understanding of contemporary issues in veterinary medicine.
General skills	
PLO6	6.1: Demonstrate planning and time management skills during teamwork
PLO7	7.1: Use context-appropriate language for academic and social communication 7.5: Use B1-level English for communication

Program learning outcomes After successfully completing this program, students are able to	Program Learning outcome's performance criteria
<i>Professional skills</i>	
PLO11	11.1: Apply survey and research skill to identify research problems

III. Course objectives and Program learning outcomes

* **Course objectives:** This course aims to provide students with a range of common technical terms which help them to read and write professional documents in the veterinary medicine sector; identify and apply common grammatical phenomena in specialized English (tenses of verbs, passive sentences); access to scientific style in professional documents in English within about 1000 words and apply them when writing scientific literature on Veterinary Medicine in English.

* **Course expected learning outcomes**

This course contributes to program expected learning outcomes as follows:

I – Introduction; P – Practice; R – Reinforce; M – Master

Code	Course name	Program learning outcome's performance criteria				
		1.2	6.1	7.1	7.5	11.1
SN03055	English for Veterinary Medicine	M	R	R	M	R

Notation	Course expected learning outcomes After successfully completing this course, students are able to	Program learning outcome's performance criteria
Knowledge		
CELO1	Apply social science knowledge and understanding of contemporary issues in veterinary medicine.	1.2
Skills		
CELO2	Demonstrate planning and time management skills during teamwork.	6.1
CELO3	Use context-appropriate language for academic and social communication.	7.1
CELO4	Use B1-level English for communication	7.5
CELO5	Apply survey and research skill to identify research problems	11.1

IV. Course description

Code: SN03055 – Name: English for Veterinary Medicine (Total credits 02: lecture 02 - practice 0 - self-study 6)

Brief description of the course: This course consists of 9 units including Unit 1-Organ and organ systems, Unit 2- The digestive system, Unit 3- The skeletal system, Unit 4- The excretory system, Unit 5- The circulatory system, Unit 6- The respiratory system, Unit 7- The nervous system, Unit 8- Gastric function, Unit 9- General aspect of examination or evaluation.

Each unit provides a wide range of technical vocabulary, grammar, and expressions through different reading passages, grammar exercises and use-of-English activities in the contexts of Veterinary Medicine.

V. Teaching and learning methods

1. Teaching methods

Table 1: Matrix of Teaching methods and CELOs

CELOs Teaching Methods	CELO1	CELO2	CELO3	CELO4	CELO5
Lecturing	x				
Role-play		x	x	x	x
Group-based	x	x	x	x	x
MCQs		x			x
Discussion				x	x
Teaching with research papers		x	x	x	x
Project-based learning		x	x	x	x

2. Learning methods

- Note-taking
- Role-play
- Group-work
- Pair-work
- Presentation
- Individual work

VI. Student tasks

- Attendance: All students taking this course must attend all the required classes in the class; participate in class discussion according to the teacher's instructions;
- Preparation for the lecture: All students taking this course must read relevant materials and check the new vocabulary for the new lesson before class.
- Mid-term exam: All students taking this course must make a group-based presentation for mid-term exam.
- Final exam: All students taking this course must take a speaking test for final exam.

VII. Assessment methods

1. Grading: 10

2 . Average score of course is the total points of rubrics multiplied by the respective weight of each rubric.

3. Assessment summary

Table 2. Matrix of Assessment methods and CELOs

CELOs	CELO1	CELO2	CELO3	CELO4	CELO5	Week
Formative assessment (40%)						
Rubric 1. Participation (10%)				x	x	Week 1-10
Rubric 2. Presentation (30%)	x	x	x			Week 10
Summative assessment (60%)						
Rubric 3. Final exam (60%)		x	x			According to the exam schedule published by the VNUA

Rubric 1. Participation

Areas of assessment	Weighting (%)	Excellence 8.5 – 10 point	Good 6.5 – 8.4 point	Fair 4.0 – 6.4 point	Poor 0 – 3.9 point
Attendance	50	Attending more than 90% of class hours	Attending between 80%-90% of class hours	Attending between 60%- 80% of class hours	Attending less than 50% of class hours
Participation	50	Listening attentively to the teacher, cooperating well with partners in pair-work or group work, being active in discussions	Listening attentively to the teacher, cooperating well with partners in pair-work or group work, but not being active in discussions	Listening attentively to the teacher, but not cooperating well with partners in pair-work or group work, not being active in discussions	Not listening attentively to the teacher, not cooperating well with partners in pair-work or group work, not being active in discussions

Rubric 2. Presentation (group-based)

Criteria	Weight (%)	Excellent 8.5-10 point	Good 6.5-8.4 point	Fair 4.0 – 6.4 point	Poor 0 – 3.9 point
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Content	10	More various than required	Enough as required	Not enough, miss some important content	Miss a lot of important content
	20	Correct, scientific	Quite correct, scientific, some small mistakes	Correct, scientific, some big mistakes	Not correct, scientific, a lot of big mistakes
Structure and visuality	10	Structure and slides are reasonable	Structure and slides are quite reasonable	Structure and slides are relatively reasonable	Structure and slides are not reasonable
	10	Very visual and aesthetic	quite visual and aesthetic	relatively visual and aesthetic	Not visual and aesthetic
Presentation skill	10	Lead in and argue attractively, persuasively	Present clearly but not attractively, argue quite persuasively	Hard to follow but can understand important contents	Present unclearly, listeners can't understand important points.
Interaction gestures	10	Good eye contact and gesture	Quite good eye contact and gesture	Not good eye contact and gesture	Do not have eye contact and gesture
Time management	10	Master time and adjust situation flexibly	Finish on time, sometimes adjust situation flexibly	Finish on time but not flexible under situation	Exceed the fixed hours
Response to questions	10	Answer all questions clearly and completely	Answer most questions clearly and provide suitable suggestion for unanswered questions	Answer almost questions but not clearly and can't provide suitable suggestion for unanswered questions	Do not answer questions
Cooperating in group	10	All group members participate, collaborate and help each other in presentation and response to questions	group members participate and help each other in presentation and response to questions in some cases	members participate and involve in presentation and response to question rarely	There is no collaboration in the group

Rubric 3. Final exam (Speaking test)

Criteria	Weight (%)	Excellent 8.5 – 10 point	Good 6.5 – 8.4 point	Fair 4.0 – 6.4 point	Poor 0 – 3.9 point
Grammar and Vocabulary	25	Show a good degree of control of simple grammatical forms and attempts some complex ones; Use a wide range of appropriate vocabulary to give and exchange views on the given questions	Show a good degree of control of simple grammatical forms; Uses a range of appropriate vocabulary when answering the given questions	Show some control of simple grammatical forms, Use a limited range of vocabulary to answer the given questions; Repetition is frequent	Show limited control of simple grammatical forms with a lot of mistakes. Do not have enough vocabulary to answer the given questions
Discourse management	25	Produce extended stretches of language despite some hesitations; Contributions are relevant despite some repetitions; Use a range of cohesive devices	Produce responses which are extended beyond short phrases, despite some hesitations; Contributions are mostly relevant, but there may be some repetitions; Use basic cohesive devices	Produce short responses. Contributions are mostly irrelevant; Use basic cohesive devices with repetitions	Produce responses with short phrases and frequent hesitations; Repeat information of digresses from the topic
Pronunciation	25	Is intelligible; Intonation is generally appropriate; Sentence and word stress is generally accurately placed; Individual sounds are generally articulated clearly	Is mostly intelligible, and has some control of phonological features at both utterance and word levels	Is fairly intelligible, and has limited control of phonological features at both utterance and word levels	Is mostly unintelligible, has very limited control of phonological features

Criteria	Weight (%)	Excellent 8.5 – 10 point	Good 6.5 – 8.4 point	Fair 4.0 – 6.4 point	Poor 0 – 3.9 point
Interactive communication	25	Usually Initiates and responds appropriately; Use appropriate interactive strategies to maintain or repair communication; Be sensitive to the norms of turn-taking	Often initiates and responds appropriately. Use some interactive strategies to maintain or repair communication, Quite sensitive to the norms of turn taking.	Sometimes initiates and responds appropriately; Use limited interactive strategies to maintain or repair communication, but not appropriate sometimes; Not very sensitive to the norms of turn taking	Maintains simple exchanges, despite some difficulty Requires prompting and support

4. Course requirements and policies

Late homework: Late homework will account to the subtraction of attendance assessment

Absence: absence from 1 class hour means 1 point subtracted from the attendance points

Make-up exams: Missing the midterm will lead to a grade of 0

Ethical policy: All students must follow the school regulations in class. *You may work on the homework collaboratively with your friends, but the work that you hand in must be written in your own handwriting (or typed by you), in your own words, and you represent that you understand everything you wrote.*

Exceptional circumstances: In the case of a documented illness or other documented circumstances beyond student's control, he/she will be allowed to make an individual presentation instead of a group-based one for the mid-term exam.

VIII. Text books and references

* Text Books/Lecture Notes:

Lecture Notes for English for Veterinary Medicine. (2018). collected by the teacher for internal use.

* Additional references:

1. Nguyễn Xuân Trạch (2007). Bài giảng Tiếng Anh chuyên ngành chăn nuôi và nuôi trồng thủy sản. Học viện Nông nghiệp Việt Nam.

2. Khoa Chăn nuôi thú y (2010). Bài giảng Tiếng Anh chuyên ngành chăn nuôi thú y. ĐH Nông Lâm Thái Nguyên.

3. Udeybir Singh Chahal, P.S. Niranjana, Sanjay Jumar (2008). Handbook of General Animal Nutrition. Department of Animal Nutrition, Narendra University, India.

IX. Course outline

Week	Content	Course expected learning outcomes
1	Unit 1. Organ and Organ systems	
	<i>A/Main contents: (3 hours)</i> Theory: - Introduction about organ and organ systems. - Vocabulary & Grammar	CELO1, CELO2, CELO3, CELO4 CELO5
	<i>B/Self- study contents: (6 hours)</i> - Exercises in coursebook, reference books - Online learning	
2	Unit 2: The digestive system	
	<i>A/Main contents: (3 hours)</i> Theory: - The foods of herbivorous animals, carnivorous animals, omnivorous animals. - The parts of the digestive system. <i>B/Self- study contents: (6 hours)</i> - Exercises in coursebook, reference books - Online learning	CELO1, CELO2, CELO3, CELO4 CELO5
3	Unit 3: The skeletal system	
	<i>A/Main contents: (3 hours)</i> Theory: - the functions of the skeleton - Types of skeleton <i>B/Self- study contents: (6 hours)</i> - Exercises in coursebook, reference books - Online learning	CELO1, CELO2, CELO3, CELO4 CELO5
4	Unit 4: The excretory system	
	<i>A/Main contents: (3 hours)</i> Theory: - the principal excretory organs in every vertebrate - the kidneys and other excretory organs	CELO1, CELO2, CELO3, CELO4 CELO5
	<i>B/Self- study contents: (6 hours)</i> - Exercises in coursebook, reference books - Online learning	
5	Unit 5: The circulatory system	

	A/ Main contents: (3 hours) Theory: <ul style="list-style-type: none"> - the circulatory system in a vertebrate - the parts of the circulatory and their functions B/ Self- study contents: (6 hours) <ul style="list-style-type: none"> - Exercises in coursebook, reference books - Online learning 	CELO1, CELO2, CELO3, CELO4 CELO5
	Unit 6: The respiratory system	
6	A/ Main contents: (3 hours) Theory: <ul style="list-style-type: none"> - Definition of respiration. - The respiration in different animals. B/ Self- study contents: (6 hours) <ul style="list-style-type: none"> - Exercises in coursebook, reference books - Online learning 	CELO1, CELO2, CELO3, CELO4 CELO5
	Unit 7: The nervous system	
7	A/ Main contents: (3 hours) Theory: <ul style="list-style-type: none"> - What does the nervous system consist of? - How does the vegetative nervous system regulate the body temperature in birds and mammals? B/ Self- study contents: (6 hours) <ul style="list-style-type: none"> - Exercises in coursebook, reference books - Online learning 	CELO1, CELO2, CELO3, CELO4 CELO5
	Unit 8: Gastric functions	
8	A/ Main contents: (3 hours) Theory: <ul style="list-style-type: none"> - What easily disturb the gastric function and cause lesions? - What can distend the stomach? - Gastric functions of piglets B/ Self- study contents: (6 hours) <ul style="list-style-type: none"> - Exercises in coursebook, reference books - Online learning 	CELO1, CELO2, CELO3, CELO4 CELO5
	Unit 9: General aspects of examination or evaluation	
9	A/ Main contents: (3 hours) Theory: <ul style="list-style-type: none"> - General aspects of examination - Ventilation B/ Self- study contents: (6 hours) <ul style="list-style-type: none"> - Exercises in coursebook, reference books - Online learning 	CELO1, CELO2, CELO3, CELO4 CELO5

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10	Group presentation	CELO1, CELO2, CELO3, CELO4, CELO5
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X. Facility and other requirements:

- Classroom: 40 seats, air-conditioned, sufficient light and fans.
- Teaching equipment: Projector, speakers, micro speaker, board & chalk.
- Other facilities: Internet Wi-Fi.
- E-learning: Students must have a computer/ laptop at home.

Hanoi, date 15 month... 8 year.. 2022

HEAD OF DEPARTMENT

(Full name and signature)

Phạm Hùng Lan

LECTURER

(Full name and signature)

Nguyễn Thị Minh Tam

Nguyễn Thị Minh Tam, M.A.

Vice. **DEAN OF FACULTY**
(Full name and signature)

Trần Thị Hà Nghi

PR **PRESIDENT**
(Full name and signature)

Phạm Văn Bình
HỌC VIỆN
NÔNG NGHIỆP
VIỆT NAM
PHÓ GIÁM ĐỐC

APPENDIX
LIST OF LECTURERS AND ASSISTANTS FOR THE COURSE

Lecturer

Full name: Nguyen Thi Thu Thuy	Title: Ph.D.
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Contact with lecturers: - Location: Room 301, 3 rd Floor, Faculty of Education & Foreign Languages - Time: During office hours	

Lecturer

Full name: Nguyen Thi Minh Tam	Title: MA
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