

Department of English Language Teaching
DELT Course Units for the BA/BSc Degree Programmes offered by the
Faculty of Medicine – 2022

Level 01	Course Code	Title of the Paper	Department/Faculty that the course is offered to	Type
	DELT 12272	English for Speech & Hearing Sciences	Department of Disability studies, Faculty of Medicine	C
	EIC	English Intensive Course for EIC- MBBS & EIC- SHS/OT	MBBS (All departments)/ Department of Disability studies, Faculty of Medicine.	No Credits
	CORE 11023	English for Disability Studies	Department of Disability studies, Faculty of Medicine.	C
	HDCI - 11203	English for Crime Investigation	Department of Forensic Medicine, Faculty of Medicine.	C
Level 04	DELT 41512	Research Writing Skills (Offered for the Department of Disability Studies- SHS/OT)	Department of Disability studies, Faculty of Medicine	C

Level:	Level I		
Course Code:	DELT 12272		
Course Title:	English for Speech and Hearing Sciences		
Credit Value	2		
Pre requisite:	None		
Type:	Compulsory		
Hourly Breakdown:	Theory	Practical	Independent Learning
	30hrs (2 lecture hours X 15 weeks)	15hrs (Activities related to language skills development and assignments 1 hour X 15 weeks)	55hrs (Reading, listening & viewing, peer collaborative learning, LMS Forums 3-4 hours X 15 weeks)
Course Intended Learning Outcomes			
At the completion of this course unit, students will be able to:			
ILO 1: use appropriate language to discuss adapting to university environment and setting goals			
ILO 2: use a range of functional language and discourse strategies to give and respond to opinions			
ILO 3: respond to the gist and details of a range of academic and technical texts			
ILO 4: identify common errors in pronunciation			
ILO 5: demonstrate the ability to give a presentation on formal topics			
ILO 7: identify and respond to the gist and details of a range of academic and general purpose texts			
ILO 8: construct an academic/expository paragraph with topic and supporting sentences for essays			
ILO 9: use citations and references accurately in academic texts			
ILO 9: use style of academic writing for reports and essays			
ILO 10: summarize academic texts			
ILO 11: use English tense forms and transition words accurately in writing and speaking			
Course Content			
Setting Goals			
<ul style="list-style-type: none"> - Listen to a video and identify its main idea - Respond in polite conversation with a peer and a lecturer on ones' goals - Simple present and present continuous forms to talk about permanent and temporary situations - Presentation on self-branding 			
Terminology for Studies			
<ul style="list-style-type: none"> - Read and understand selected texts related to Speech and Hearing sciences - Use selected basic terminology related to Speech and Hearing Science - Practice the use of terminology glossaries/dictionaries - Writing essays 			
Professionalism in Speech and Hearing Science			
<ul style="list-style-type: none"> - Understand the concept of Politically Correct language - Explain interpretations of research data using PowerPoint - Outline plans for clinical intervention - Express views using PC terms 			
Writing Client Histories			
<ul style="list-style-type: none"> - Design a client history information form - Form questions pertaining to personal information, family and living arrangements, education, employment, personal habits, social relationships, medical information, mental health information - Writing a client description- 20% (1st and 2nd draft) 			
Giving Opinion			
<ul style="list-style-type: none"> - Identify the format and components of persuasive essay and presentation - Develop a thesis statement based on an opinion or argument - Construct topic sentences and use transitions in making supporting details in writing - Transition words used in writing 			

Commented [A1]: The revised curriculum is given following this. (Nipuni –Fac of Med, with effect from 2021)

<ul style="list-style-type: none"> - Editing - Persuasive speech 10% <p>Professional Practice</p> <ul style="list-style-type: none"> - Format of client reports - Summarizing and presenting the relevant client history - Presenting concerns regarding the client - Writing multi-dimensional survey of data - Stating intervention strategies <p>Academic Writing Style</p> <ul style="list-style-type: none"> - Demonstrate the understanding of plagiarism - Use accurate citations and references using the APA 6th edition style - Open book exam- APA 10% <p>Presenting Research</p> <ul style="list-style-type: none"> - Making a PowerPoint Presentation - Presenting research using PowerPoint - Responding to a video –A Video Upload Response-10% 			
<p>Teaching/ Learning Methods: Task-based language learning; student centered learning activities, presentations, discussions, documentary video and upload on LMS/Online platform</p>			
<p>Assessment Strategy: Speeches, Presentations, Documentary video and upload on LMS/Online platform, Report, Summarizing, Quizzes</p>			
Continuous Assessment 50%		Final Assessment 50%	
<p>Details: Quiz (open book)-20% Writing a client description 10% Poster presentation 10% PowerPoint Presentation 10%</p>		Theory	Practical
		Other	
<p>Recommended Reading: Albrecht, G.L., Seelman, K.D.,& Bury. M. (2001). <i>Handbook of disability studies</i>. US:SAGE Publications. Burch, S. & Rembis, M. (Eds.).(2014). <i>Disability histories</i>. Urbana: University of Illinois Press. Chicago and Springfield Hacker, D. & Sommers, N. (2012). <i>Rules for writers</i>. Bedford: St. Martin’s. Grussendorf, M. (2007) <i>English for presentations</i>.UK: Oxford University Press. Hedge, T. (2005). <i>Writing</i>. UK: Oxford University Press. Murphy, R. (2012). <i>English grammar in use: A self-study reference and practice book for intermediate learners of English</i>. Cambridge: Cambridge University Press. <i>Publication Manual of the American Psychological Association</i>. (2002). Washington D.C.: American Psychological Association. Swales, J.M. & Feak, C.B. (2004), <i>Academic writing for graduates students: Essential tasks and skills (Vol. I)</i>, Ann Arbor, MI: University of Michigan Press.</p>			

BSc SHS Curriculum Revision 2020/2021 –Module Revisions Worksheet (DELT 12272 - revised)

Module Information

Module Name	English for Speech and Hearing Sciences
Module code	DELT 12272
Module schedule (indicate as, e.g. Year 3 Sem I)	Year 1
Module credits	2
Module Contributors	Department of English Language Teaching, Faculty of Humanities English Language Unit, Faculty of Medicine

NOTE:

Minor revisions

Minor revisions shall include changes made to an existing curriculum which need no change of examination by-laws of the course/module, e.g. changing a delivery method, re-sequencing the content within the course/module.

Major revisions

Major revisions shall include the changes made to an existing curriculum which need changes to examination by-laws of the course, e.g. changes to learning outcomes, significant changes to content areas, changes to assessments, re-sequencing of courses

Overview	Yes	No	Comments
Notional hours available in the curriculum	Yes		45 hours for theory and practical (03 hours x 15 days)

			55 hours for independent learning (This is the hourly breakdown in the new syllabus designed in 2020)
Existing ILOs align with Bloom's Taxonomy	Yes		
Existing ILOs align with programme outcomes	Yes		
Existing course content aligns with ILOs	Yes		
Existing assessment aligns with ILOs and course content	Yes		

CAL usage

CAL (indicate as Y or N, if N please brief comment)	Units					
	U1	U2	U3	U4	U5	U6
Module available in CAL	Yes	Yes	Yes	No. Units were completed through in-class activities		
Module map available in CAL	No. Every lesson has a separate, brief section to introduce ILOs and assessment strategies to the students.					
Student-centered TL activities available in CAL	Yes	Yes	Yes	No. In-class activities were used.	Unit 07 activities are available	
Recommended reading available in CAL	Hard copies were provided during in-class teaching					
Continuous assessments done in CAL	Assignment 1, 4 and 5 were done in CAL. Assignment 2 and 3 were in-class tests.					
Student feedback obtained through CAL	Handwritten feedback was obtained. *(This is the summary of the CAL usage of the DELT 12272 Course conducted for the SHS Batch 12 in 2020 using the Old Syllabus and the new syllabus will be used from 2021)					

Revisions

	Current	Proposed change	Indicator
Code	DELT 12272		
Title	English for Speech and Hearing Sciences		
Credits	2		
Hours	45 hours		
Course description	This course helps students to be able to improve academic literacy in the areas of clinical studies, client management and research in the relevant field. Students are assessed throughout and at the end of the course in the form of formative and summative assessments. This is a mandatory requirement for the completion of the students' degree programme.		
ILOs	<ol style="list-style-type: none"> 1. Use appropriate language to discuss adapting to university environment and setting goals 2. Use a range of functional language and discourse strategies to give and respond to opinions 3. Respond to the gist and details of a range of academic and technical texts 4. Identify common errors in pronunciation 5. Demonstrate the ability to give a presentation on formal topics 6. Identify and respond to the gist and details of a range of academic and general purpose texts. 		

	<p>7. Construct an academic/expository paragraph with topic and supporting sentences for essays.</p> <p>8. Use citations and references accurately in academic texts</p> <p>9. Use style of academic writing for reports and essays</p> <p>10. Summarize academic texts</p> <p>11. Use English tense forms and transition words accurately in writing and speaking</p>		
Content			
<p>Unit 1 <i>Setting Goals</i> <i>(Unit numbers aren't specified in the curriculum)</i></p>	<ul style="list-style-type: none"> • Listen to a video and identify its main idea • Respond in polite conversation with a peer and a lecturer on ones' goals • Simple present and present continuous forms to talk about permanent and temporary situations • Presentation on self-branding 		
<p>Unit 2 <i>Terminology for Studies</i> <i>(Unit numbers aren't specified in the curriculum)</i></p>	<ul style="list-style-type: none"> • Read and understand selected texts related to Speech and Hearing sciences • Use selected basic terminology related to Speech and Hearing Science • Practice the use of terminology glossaries/dictionaries • Writing essays 		
<p>Unit 3 <i>Professionalism in</i></p>	<ul style="list-style-type: none"> • Understand the concept of Politically Correct language 		

<p><i>Speech and Hearing Science</i> (Unit numbers aren't specified in the curriculum)</p>	<ul style="list-style-type: none"> • Explain interpretations of research data using PowerPoint • Outline plans for clinical intervention • Express views using PC terms 		
<p>Unit 4 <i>Writing Client Histories</i> (Unit numbers aren't specified in the curriculum)</p>	<ul style="list-style-type: none"> • Design a client history information form • Form questions pertaining to personal information, family and living arrangements, education, employment, personal habits, social relationships, medical information, mental health information • Writing a client description- 20% (1st and 2nd draft) 		
<p>Unit 5 <i>Giving Opinion</i> (Unit numbers aren't specified in the curriculum)</p>	<ul style="list-style-type: none"> • Identify the format and components of persuasive essay and presentation • Develop a thesis statement based on an opinion or argument • Construct topic sentences and use transitions in making supporting details in writing • Transition words used in writing • Editing • Persuasive speech 10% 		
<p><i>Professional Practice</i> (Unit numbers aren't specified in the curriculum)</p>	<ul style="list-style-type: none"> • Format of client reports • Summarizing and presenting the relevant client history 		

<i>curriculum)</i>	<ul style="list-style-type: none"> • Presenting concerns regarding the client • Writing multi-dimensional survey of data • Stating intervention strategies 		
<i>Academic Writing Style (Unit numbers aren't specified in the curriculum)</i>	<ul style="list-style-type: none"> • Demonstrate the understanding of plagiarism • Use accurate citations and references using the APA 6th edition style • Open book exam- APA 10% 		
<i>Presenting Research (Unit numbers aren't specified in the curriculum)</i>	<ul style="list-style-type: none"> • Making a PowerPoint Presentation • Presenting research using PowerPoint • Responding to a video –A Video Upload Response-10% 		;

Teaching Learning methods

	Current			Proposed		
	Type	Hours	Subject LOs	Type	Hours	Subject LOs
Unit 1 <i>Setting Goals (Unit numbers aren't specified in the curriculum)</i>	Content and Language Integrated and Task-Based Teaching and Learning; student centered learning activities, quizzes, presentations, and discussions.	04	Make use of appropriate language to discuss adapting to university environment and setting goals to promote student motivation and engagement, so that a positive learning environment can be created that fosters autonomy in learning. Make use of English tense forms accurately in writing and			

			speaking (Simple present and present continuous).			
Unit 2 <i>Terminology for Studies</i> <i>(Unit numbers aren't specified in the curriculum)</i>	Content and Language Integrated and Task-Based Teaching and Learning; student centered learning activities, quizzes, presentations, and discussions. Independent learning (extra reading and writing activities)	03	Identify and learn selected basic terminology related to Speech and Hearing Science improving dictionary and pronunciation skills.			
Unit 3 <i>Professionalism in Speech and Hearing Science</i> <i>(Unit numbers aren't specified in the curriculum)</i>	Content and Language Integrated and Task-Based Teaching and Learning; student centered learning activities, quizzes, presentations, and discussions, Independent learning (extra reading and writing activities)	03	Identify and explain Politically Correct (PC) terms. Demonstrate the understanding of the contextual use of PC terminology related to disability studies for ethical and professional application. Discuss and interpret articles related to political correctness in the field of disability.			
Unit 4	Content and Language	03	Design a client history			

<p><i>Writing Client Histories</i> (Unit numbers aren't specified in the curriculum)</p>	<p>Integrated and Task-Based Teaching and Learning; student centered learning activities, quizzes, presentations, and discussions. Continuous assessments</p>		<p>information form accurately.</p> <p>Construct questions pertaining to personal and medical details of a client to gather information that is required to write client descriptions and client session summaries.</p>			
<p>Unit 5 <i>Giving Opinion</i> (Unit numbers aren't specified in the curriculum)</p>	<p>Content and Language Integrated and Task-Based Teaching and Learning; student centered learning activities, and discussions. Continuous assessments Independent learning (extra reading and writing activities)</p>	<p>03</p>	<p>Make use of a range of functional language, transition words, and discourse strategies to give and respond to opinions in writing and speaking.</p> <p>Identify and respond to the gist and details of a range of academic and general purpose texts.</p> <p>Write a paragraph that includes a topic sentence and supporting sentences in an academic context.</p>			
<p>Unit 6 <i>Professional Practice</i></p>	<p>Content and Language Integrated and Task-</p>	<p>03</p>	<p>Make use of accurate language to present concerns regarding the</p>			

<p><i>(Unit numbers aren't specified in the curriculum)</i></p>	<p>Based Teaching and Learning; student centered learning activities. Independent learning (extra reading and writing activities)</p>		<p>client effectively.</p> <p>Summarize academic texts responding to the gist and details of a range of academic and technical texts.</p> <p>Develop multi-dimensional survey of data</p>			
<p>Unit 7 <i>Academic Writing Style</i> <i>(Unit numbers aren't specified in the curriculum)</i></p>	<p>Content and Language Integrated and Task-Based Teaching and Learning; student centered learning activities. Continuous assessments Independent learning (extra reading and writing activities)</p>	<p>06</p>	<p>Make use of citations and references accurately in academic texts to avoid plagiarism.</p> <p>Apply the style of academic writing in reports and essays defining the intellectual boundaries of the related disciplines and specific areas of expertise.</p>			
<p>Unit 8 <i>Presenting Research</i> <i>(Unit numbers aren't specified in the curriculum)</i></p>	<p>Content and Language Integrated and Task-Based Teaching and Learning; student centered learning activities :Group presentations and research, Continuous assessments</p>	<p>05</p>	<p>Demonstrate the ability to give a presentation on formal topics presenting research through PowerPoint presentations.</p>			

Assessment

Current				Proposed			
Type	hours	Weighting	Subject LOs	Type	hours	Weighting	Subject LOs
Open book exam- APA (Continuous Assessment)	01 hour	10%	Make use of citations and references accurately in academic texts to avoid plagiarism.				
Writing a client description- (Continuous Assessment)	30 minutes	20%	Construct questions pertaining to personal and medical information of a client and write client descriptions.				
Persuasive speech (Continuous Assessment)	15 minutes	10%	Make use of a range of functional language, transition words, and discourse strategies demonstrating skills to give opinions and introduce arguments in speaking.				
Responding to a video –A Video Upload Response- (Continuous Assessment)	15 minutes	10%	Demonstrate the ability to give a presentation on formal topics.				
End of course written exam (Final Assessment)	02 hours	50%					

To be completed by Module coordinator after year- workshop

Summary of revision

Module code and title here

Present course code	Course title	Previous no of credits	Previously taught hours	Previous method of assessment	Requested change	Proposed credits	Proposed method of assessment

Revised module blueprint

Module Code:

Module Title:

No of Hours:

No of Credits:

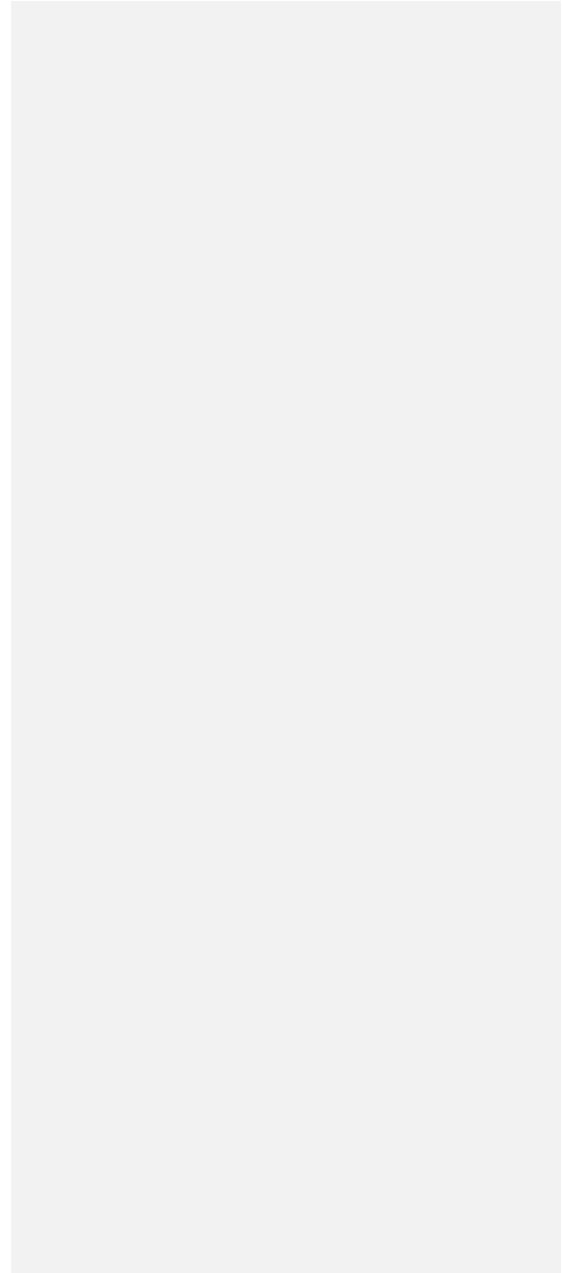
Exam structure:

Module content	Graduate competencies						
	Knowledge	Clinical skills	Application	Soft skills	Evidence based practice	Ethics and Integrity	Community engagement and advocacy

For use by the CRC ONLY

Date approved	Section revised	Major/minor revision	Impacts PLOs (Y/N) (If Yes please specify)	Start date of the delivery of revised version

	Code				
	Title				
	Credits				
	Hours				
	Course description				
	ILOs				
	Content				
	Recommended reading				
	T/L methods				
	Assessments				



Module Name	English for Medicine/Speech and Hearing Sciences & Occupational Therapy (EIC-MBBS & EIC – SHS/OT)
Compulsory/Optional	Compulsory, No credits.
Module Aim: To equip medical students with the proficiency and skills of English Language needed for their undergraduate studies and their future professional activities while promoting their ability to communicate in English with peers and members of academic staff.	
Learning Outcomes: By the end of this course, students will be able to:	
<ol style="list-style-type: none"> 1. Learn the reading techniques for academic purposes: Skimming and Scanning 2. Communicate with patients and other professionals effectively 3. Expose to Medical Ethics 4. Learn how to present data effectively. 5. Demonstrate ability to write medical history 6. Describe structures and functions of organs and systems 7. Use markers of politeness appropriately 8. Conduct effective presentations 9. Write summaries of written and spoken material 10. Discuss subject-related material in English 	
Description: All first year students are expected to participate in the ‘English for Medicine; Intensive Course’ conducted by the English Language Unit of the Faculty of Medicine. Students are assessed throughout and at the end of the course on four components: Writing, Reading, Listening and Speech. Students who successfully get through all four components at the End of the Course Exam qualify for a certificate and those who do not qualify are required to continue studying English with the on-going course which is conducted over Terms 2 and 3, with three hours of protected time each week. Students will not be permitted to sit for the First examination unless they have successfully completed and obtained the English Competency Certificate. The English Language Unit strictly adheres to an 80% attendance policy where students who fail to meet the requirement will not be allowed to sit for the End of Course Examinations. Further, the English Language Unit provides students with a platform to enhance their English skills by engaging in plays and creative writing.	
Module Content: <ol style="list-style-type: none"> 1. We got the Beat (Medical Vocabulary and Related grammar Lessons) 2. Reading for academic Purposes 3. Communicating with patients and other professionals 4. Medical Ethics 5. Data Presentation 6. Writing Medical Histories 7. Describing structures and functions of organs and systems 8. Presentation Skills <u>In class activities:</u> <ol style="list-style-type: none"> 9. Subject Related Listening Activities 10. Subject Related Reading Activities 11. Classroom Debates and discussions on subject related topics. 12. Grammar Lessons 	

<p>Teaching/Learning Methods: Face-to-face lectures, Group discussions, Power point presentations, task-based learning, Impromptu speech, Group presentations</p>
<p>Assessment Criteria:</p> <ul style="list-style-type: none"> - Placement Test (Details are given in Table 1) - Continuous Assignments - End of Course Examination (Details are given in Table 2)
<p>Recommended Reading: Hashemi, L., & Murphy, R. (2019). <i>English grammar in use. book with answers: To accompany English grammar in use, fifth edition.</i> Cambridge: Cambridge University Press. Hewings, M. (2015). <i>Advanced grammar in use: A self-study reference and practice book for advanced learners of English with answers and eBook.</i> Cambridge: Cambridge University Press. McCarthy, M., & ODell, F. (2017). <i>English vocabulary in use advanced.</i> Cambridge: Cambridge University Press. McCarthy, M., & ODell, F. (2017). <i>English phrasal verbs in use.</i> Cambridge: Cambridge University Press. Villemaire, D. (2005). <i>Grammar and writing skills for the health professional.</i> Clifton Park, NY: Delmar/Thomson Learning.</p>

Placement Test

Components	Writing / Reading/ Listening / Speech	
Duration	Writing / Reading/ Listening	3 hours
	Speech	10 minutes per one student
Allocation of Marks	Writing / Reading/ Listening	80%
	Speech	20%
	Total	100%

Table 1

Students are categorized in to different classes based on the level of their performance in the placement test.

End of Course Examination

End of Course Examination: Summary		
Component	Total marks	Pass mark
Writing	100%	MBBS Students – 50 or above 50 SHS Students - 40 Or above 40
Reading	100%	
Listening	100%	
Speech	100%	

Table 2

End of Course Examination: Detailed Description

Writing		
Duration	1 hour and 15minutes	
No of Questions	5	
Type of Questions	Question 1/2/3 – Grammar	MCQ
	Question 4 – Describing Structures and functions	Essay Type
	Question 5 – Composition	Essay Type
Marks Allocation	Continuous Assignments (2*10 marks)	20%
	End of Course Exam – Distribution of Marks Question 1/2 – Grammar (40%)	80%

	Question 3 – Describing Structures and functions (20%)	
	Question 4 – Composition (20%)	
	Total	100%

Reading		
Duration	45 minutes	
No of Questions	Several questions are given based on a medical related comprehension passage	
Type of Questions	context-based questions (short answer), MCQ,	
Marks Allocation	Continuous Assignments (2*10 marks)	20%
	End of Course Exam	80%
	Total	100%

Listening		
Duration	1 hour	
No of Questions	Several questions are given based on two medical related audio records	
Type of Questions	context-based questions (short answer), MCQ,	
Marks Allocation	Continuous Assignments (2*10 marks)	20%
	End of Course Exam	80%
	Total	100%

Speech		
Duration	15 minutes per one student	
No of Questions	4-5 questions	
Type of Questions	context-based questions (short answer), Comprehension Questions	
Marks Allocation	Continuous Assignments (2*10 marks)	20%
	End of Course Exam	80%
	Total	100%

Grade Key

Range of marks	Grade
85-100	A+
70-84	A
65-69	A-
60-64	B+
55-59	B
50-54	B-
45-49	C+
40-44	C
35-39	C-
30-34	D+
25-29	D
00-24	E

Course code: CORE 11023
Course title: English for Disability
StudiesCredit value: 3
Hourly breakdown:
Theory: 30
Practical: 70
Independent learning: 50

Aims

The focus of this course is to enable students to be able to use English for clinical studies, client management and research purposes in the relevant field.

Learning outcomes

By the end of this course, students will be able to:

1. use politically correct terms
2. write client histories and reports
3. summarize client histories
4. make a presentation in English, using PowerPoint
5. outline plans for clinical intervention

Course content

1. Politically Correct Terminology:
 - a) Definition of PC terms
 - b) Importance of PC terms in the modern society
 - c) Expressing views using PC terms
2. Writing client histories
 - a) Designing a client history information form
 - b) Forming questions pertaining to personal information, family and living arrangements, education, employment, personal habits, social relationships, medical information, mentalhealth information
 - c) Writing a client description
3. Writing client reports
 - a) Format of client reports
 - b) Summarizing and presenting the relevant client history

- c) Presenting concerns regarding the client
- d) Writing multi-dimensional survey of data
- e) Stating intervention strategies

4. Citing of Literature:

- a) MLA/APA/ Harvard Style-mechanics/methods
- b) Writing a bibliography
- c) Formatting e.g. spacing, indents

5. Poster Presentations:

- a) Designing a poster
- b) Presenting a poster

6. Using PowerPoint to present a topic

- a) Making a PowerPoint Presentation
- b) Presenting a topic using PowerPoint

Methods of Teaching and Learning

Interactive classroom sessions, guest lectures, workshops

Assessment (not considered for GPA)

Assignments and in-class assessments
End-of-course exam

Course Code: CORE 11033

Course Title: Disability: Theory & Concepts **Credit**

value: 3

Hourly breakdown:

Theory:	40
Practical	10
Independent learning	100

Course Description:

This course unit explores the conceptual frameworks which explain the functional and social implications of disabilities and chronic illness. It examines various debates concerning the definition of disability and health and the changes in this conceptual demarcation throughout histories and cultures. Students explore a number of contemporary frameworks and analyse their applicability to the delivery of disability services. Against this background, students will gain an appreciation of the nexus between theory and practice, models and systems of service delivery and the roles of people working in the rehabilitation and disability fields in contemporary Sri Lanka.

Learning Outcomes:

At the end of this module, students will be able to:

- Describe the various competing philosophical and conceptual frameworks that inform particular formulations of disablement, approaches to disability service provision and government policy.
- Explain the histories of 'disability' in *western* culture, including moral constructions of disability and review its applicability to the local culture and context.
- Explain the histories of 'disability' in *eastern* culture, including moral constructions of disability and review its applicability to the local culture and context.
- Examine their own and general societal attitudes towards disability and stereotypes, and the impact of such attitudes on persons with disability and on the disability-rights movement.
- Critically analyse contemporary debates within the disability field that may have an impact on the lives of persons with disabilities.
- Deconstruct the use of terminology in connection to our current understandings of disability theories and our cultural realities.
- Display an understanding of issues of human rights and disability together with local and international movements, policies and legislation on disability.
- Discuss the perceptions and discourses on the intersectionality between gender, age, sexuality, culture, poverty and disability.
- Discuss the interdisciplinary approaches to the study of 'disability'.
- Compare and contrast different models of service delivery and interdisciplinary care provision available for persons with disabilities in Sri Lanka.

- Define core concepts associated with Community Based Rehabilitation (CBR) and inclusion.
- Critically evaluate disability within a development agenda and as part of inclusive societies.

Content:

Unit 1:

- Basic definitions and concepts associated with disability
- Introduction to and various definitions related to disability studies
- Incidence and prevalence of disabilities

Unit 2:

- Constructs of disability Language and labelling Attitudes to disability
- Culture and disability and geographies of disability.
- Culture, gender, age, sexuality and disability
- Professional relationships with people who have disabilities

Unit 3:

- Models & frameworks
- Needs vs. rights.
- Different models of disability
- Interdisciplinary perspectives on disability

Unit 4:

- Legal perspectives
- National and international legislations UNCRPD guidelines

Unit 5:

- Community-Based Rehabilitation (CBR)
- Core concepts
- Community based rehabilitation approaches CBR in resource limited settings
- Enabling people who have disabilities and their families Primary health care and community health
- Roles of health professionals

Unit 6:

- Disability within the development agenda
- Development and disability
- Inclusive participation and inclusive societies Inclusive education and inclusive communities Service development and

the developmental agenda

- Barriers to development and services for children with disabilities

Unit 7:

- Current debates
- Disability-rights movement Integration and segregation
- Lobby groups and disabled peoples' organizations

Methods of Teaching and Learning:

Lectures, seminars, workshops, practical work (field visits) and group discussions

Assessment:

Continuous assessments: 50%

Final Assignment 50%

Recommended reading

French S, Swain J (2008) *Understanding Disability. A guide for health professionals*. Edinburgh: Churchill Livingstone Elsevier

World Health Organisation (2001) *The International Classification of Functioning, Disability and Health*. Geneva: WHO

World Health Organisation (2011) *World Disability Report*. Geneva: WHO

Semester	01		
Course Code:	HDCI11203		
Course Name:	English for Higher Diploma in Criminal Investigation		
Credit Value:	03		
Compulsory/ Optional	Optional		
Hourly breakdown	Theory hours	Practical hours	Hours of independent Learning
	45	25	80
<p>Course Aims/Intended Learning Outcomes:</p> <ol style="list-style-type: none"> 1. The student should be able to use legal and crime related terminology at work setting. 2. The student should be able to prepare a professional Curriculum Vitae. 3. Should be able to communicate with professional and public related to crime investigations. 4. The student should be able to write grammatically correct sentences with correct tense inwork and educational setting 5. The student should be able to make suggestions, to disagree and to negotiate. 6. The student should be able to write formal and informal letters as appropriate in areas ofcrime investigations 7. The student should be able to write academic essays. 			

<p>Course Content: (Main topics, Sub topics)</p> <p>Legal and crime related terminology; Common terms used in judicial and criminology fields, Common collocations in legal and crime related terminology.</p> <p>Preparing Curriculum Vitae; Key areas of a curriculum vitae and sample language that can be used to create an attractive CV.</p> <p>Basic Tenses Revision, Present Tenses – simple present, present continuous, present perfect tenses.</p> <p>Language focus; suggestions, disagreements and negotiations, Language used for suggestions, disagreements and negotiations, Communicating with others politely with the proper use of language, Disagreeing without offending others with the correct choice of words, phrases.</p> <p>Letter Writing; Format of an official letter, Sample language used for different genres of official letters, Tone management in letter writing.</p> <p>Dealing with general public; explaining laws, offences and penalties, Sample language that can be used for explaining laws, offences and penalties, Rehearsing communication in the given contexts</p> <p>Advanced level – paragraph writing; Developing the content of a paragraph step by step, Logical arrangement of sentences to support a given topic,</p> <p>Elementary, intermediate level – word formation, sentence structures; forming verbs, nouns, adjectives, adverbs from corresponding word stems, Arranging the words in a sentence orderly to make grammatically correct sentences.</p> <p>Speech camp</p>
<p>Teaching /Learning Activities:</p> <ul style="list-style-type: none"> ➤ Legal and crime related terminology <ul style="list-style-type: none"> ○ Listening activities for vocabulary input ○ Pair and individual activities ➤ Preparing Curriculum Vitae <ul style="list-style-type: none"> ○ Teacher-learner interactions ○ pair work ➤ Basic Tenses Revision <ul style="list-style-type: none"> ○ Listening audios/reading texts for providing input ○ Grammar tasks ○ One to one and group interactions for speech practice ➤ Language focus; suggestions, disagreements and negotiations <ul style="list-style-type: none"> ○ Listening audios for providing language input ○ Group and pair interactions for speech practice ➤ Letter Writing <ul style="list-style-type: none"> ○ Teacher learner interaction ○ Individual assignments ➤ Dealing with general public; explaining laws, offences and penalties <ul style="list-style-type: none"> ○ Simulations ○ task based learning ➤ Advanced level – paragraph writing <ul style="list-style-type: none"> ○ Practice exercises (pair, individual) ➤ Elementary, intermediate level – word formation, sentence structures <ul style="list-style-type: none"> ○ learner – teacher interactions ○ Practice exercises (pair, individual) ➤ Speech camp
<p>Assessment Strategy: Practical examination</p>
<p>References/Reading Materials:</p> <ul style="list-style-type: none"> ➤ English Grammar and Exercise 1-4 by L.R.H. Chapman ➤ Essential English Grammar, Reference and practice for south Asian students, with answers, 2nd edition by Raymond Murphy
<ul style="list-style-type: none"> ➤ First aid in English Reader C- Buried Treasure by Agnus Maciver ➤ Malalasekara English- Sinhala Dictionary

Level IV

Level:	Level IV		
Course Code:	41512		
Course Name:	Research Writing Skills		
Credit Value:	2		
Prerequisite:	None		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	30hrs (2 lecture hours X 15 weeks)	15hrs (Activities related to language skills development and assignments 1 hour X 15 weeks)	55hrs (Reading, listening & viewing, peer collaborative learning, LMS Forums 3-4 hours X 15 weeks)
Course Intended Learning Outcomes:			
At the completion of this course unit, student will be able to:			
ILO 1: demonstrate the knowledge of the components of a dissertation ILO 2: develop an annotated bibliography			
ILO 3: formulate academic texts without issues in plagiarism			
ILO 4: identify moves in an abstract and plan and write an abstract			
ILO 5: distinguish between ethical and unethical research studies and formulate a consent form/parental ascent and participant information sheet			
ILO 6: develop appropriate research designs for specific research topics			
Course Content:			
Annotated bibliography/ Literature Review			
<ul style="list-style-type: none"> - Discuss the features of an annotated bibliography - Compare and contrast list of references, bibliography and annotated bibliography - Develop an annotated bibliography - Annotated bibliography/Literature Review (20%) 			
Plagiarism			
<ul style="list-style-type: none"> - Identify different aspects of plagiarism - Recognize ways to avoid plagiarism (paraphrasing, using appropriate referencing) 			
Referencing			
<ul style="list-style-type: none"> - Identify the features of appropriate referencing styles - Use appropriate referencing styles in developing research articles - In class test (using correct referencing, paraphrasing - 20%) 			
Abstract writing			
<ul style="list-style-type: none"> - Recognize the moves of an abstract - Formulate and abstract 			
Research ethics			
<ul style="list-style-type: none"> - Identify the features of ethics in research - Compile documents for ethical clearance (20%) 			
Writing an effective introduction and a conclusion			
<ul style="list-style-type: none"> - Use CARS model in writing introductions in RP - Identify components of a conclusion 			
Research Design			
<ul style="list-style-type: none"> - Identify the types of research designs (Qualitative/Quantitative) - Develop research designs applicable to different research areas or topics - Research design presentation (20%) 			

Teaching /Learning Methods: Lectures, discussions, online discussion forums			
Assessment Strategy: Assignments (Annotated bibliography, Research design presentation, in class test), End of Semester exam			
Continuous Assessment 60 %		Final Assessment 40 %	
Details: Annotated bibliography 20% Research design presentation 20% Compiling documents for ethical clearance 20%		Theory	Practical
			Other
Recommended Reading: Bailey, S. (2006). <i>Academic writing: A handbook for international students</i> . London: Routledge. Elliott, D., Stern, J.E. (1997). <i>Research Ethics: A Reader</i> . Hanover: University Press of New England Folse, K. S., Mahnke, M. K., Solomon, E.V., Williams, L. (2003). <i>Blueprints 1: Composition skills for academic writing</i> , Houghton Mifflin Company, New York. Hudley, A.H., Dickter, C.L. Hannah, Franz, A. (2017). <i>The indispensable guide to undergraduate research: success in and beyond college</i> . New York: Teachers College Press Lipson, C. (2006). <i>Cite right: a quick guide to citation styles--MLA, APA, CHICAGO, the sciences, professions, and more (Chicago guides to writing, editing, and publishing)</i> . Chicago: University of Chicago Press. Marshall, S. (2017). <i>Advance in academic writing</i> . UK: Pearson Education ESL. Swales, J. (1990). <i>Genre analysis: English in academic and research settings</i> . Cambridge University Press. Swales, J. M., & Feak, C. B. (2004). <i>Academic writing for graduate students: Essential tasks and skills (Vol. 1)</i> . Ann Arbor, MI: University of Michigan Press.			

