

**Classics 47: Medical Terminology:
Origins, Nature, and Practice**

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Office hours: TBD

****NOTE: this course is fully asynchronous, with all course content (lecture videos, assignments and tests) hosted on our course CCLE site.****

This course is a survey of the Greek and Latin-derived vocabulary used in the health sciences, alongside an introduction to the linguistic processes and historical factors that underlay the development, behaviors, and use of that vocabulary in the modern world.

Through multimedia learning objects, online resources, and our course reader, you will gain a working knowledge of the fundamental terminology used in medicine and health sciences, and become familiar with the principles of the composition of this terminology. You will develop the tools necessary to interpret and pronounce both learned words and those encountered for the first time (in the health sciences and in English more generally). You will acquire practical skills in understanding and unpacking new terminology in the various fields in the health sciences by becoming familiar with elementary linguistic rules and how they are operative in English and in a field-specific vocabulary. By tracing the etymological origins of the terminology used in medical fields, we aim to provide you a mnemonic aid for learning and recalling this terminology (in this class but also beyond), thereby connecting modern health and medical professions to their humanistic origins.

Because even familiar and non-specialized English vocabulary draws heavily from Greek and Latin, our focus in this course and our attention to the basic principles of language and word formation will provide you with a template for interpreting language and vocabulary that can be applied much more widely than in our “case study” in medical terminology.

No previous knowledge of linguistics, of Greek or Latin, or of medicine/health science is required.

Learning Outcomes and Course Objectives

In this course, you will:

- Learn about how words of Greek and Latin origin are formed, derived, and modified in English.
- Apply many basic linguistic principles, especially of word formation and derivation, and learn how these are operative both in modern medical terminology AND in English vocabulary more broadly.
- Expand your working vocabulary, especially of medical terminology, but also of English more generally, by mastering a set of Greek and Latin roots, forms, and other word elements.

- Interpret new and unseen medical vocabulary as it is encountered, and anticipate not only meaning but also proper usage and pronunciation.
- Recognize and recall the tradition of medical language, in the Greek and Roman worlds and today, including the development of the ancient medical sciences and the broader impact of these ancient cultures on the modern world.
- Recognize and recall the relationship between ancient and modern culture and the persistent influence of the Greco-Roman world and its languages in our contemporary world.
- Develop tools for identifying, interpreting, and utilizing English vocabulary of Greek and Latin origin, in the health sciences and beyond.

Required Textbooks (available in the campus bookstore)

Course reader for *Dunmore and Fleischer's Medical Terminology: Exercises in Etymology*, 3rd Edition (2004)

Taber's Cyclopedic Medical Dictionary (24th edition ordered to bookstore; earlier editions fine)

Course Website

Because this course is entirely online, use of the course website is mandatory, as is a stable and reliable Internet connection.

Course Structure

The course content is delivered in an introductory week (weeks 0 and 1) and 4 additional Parts (which span from one to three weeks each). Each individual week has three lessons, and the lessons themselves contain modules within sections that cover individual categories, topics, and groupings within the field of medicine (e.g., 'internal medicine', 'diseases' 'medicine and gladiatorial games', etc.). In each of these sections, students will take virtual field trips into the subject—in the form of video and audio tutorials and lectures—that will allow them to experience the material in practice (both in the Ancient Mediterranean and in the world more broadly). Lists of roots and meanings will be a supplement to these tutorials, rather than the principal vector for delivering course content.

Course Assessment:

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| • Course website engagement and activities | 20 % |
| • Homework assignments | 20 % |
| • Quizzes | 20 % |
| • Assessment Exam | 20 % |
| • Final Project | 20 % |

Participation

Students are responsible for using the resources on the course website, including: video and audio tutorials (lecture videos); multimedia activities; supplementary readings; and weekly online discussion fora. Participation in all online activities is expected and necessary for success in the class.

Homework Assignments

Weekly homework assignments will drill students on the material they have learned. These may cover not only the linguistic parts of the course—roots and their meanings; word composition and usage—but also the various cultural contexts in which they have been presented.

Quizzes

There will be seven quizzes, distributed roughly evenly throughout the term and focused narrowly on the material since the last quiz. The lowest two quiz scores will be dropped, and only the student's best five scores will factor into their final quiz grade.

Exam

A comprehensive assessment exam in week 8 will cover all of the material so far encountered. There is **no final exam**.

Final Project

Instead of a conventional final or online test, students will create a final project that synthesizes their learning, to be submitted in week 10 of the quarter. In these projects, students will present their own approaches to the process of consolidating the material they have learned--what has worked for you personally as you build your working vocabulary and develop the skills to interpret new terminology. These projects will encourage creative use of the multimedia tools with which the course content has been presented and drilled, or ask you to think creatively about how you want to demonstrate your learning process, to the instructor and to your fellow students. During finals week, you will be expected to share your project with the class on the course website, and to explore and engage with the projects of your peers. More details--including various formats and approaches, expectations, and a rubric for grading--will be provided later in the term.

Academic Misconduct

Plagiarism of any kind, as well as giving or receiving unauthorized assistance on examinations, will not be tolerated in any way. You can familiarize yourself with the University's policies on academic integrity at <http://www.deanofstudents.ucla.edu/Academic-Integrity/conduct>

Accessible Education

The Center for Accessible Education (CAE) coordinates accommodations and services for all UCLA students who are eligible. If you are already registered with the Center for Accessible Education (CAE), please request your Letter of Accommodation on the Student Portal. If you are seeking registration with the CAE, please submit your request for accommodations via the CAE website. Please note that the CAE does not automatically send accommodations letters to instructors--you must request that I view the letter in the online Faculty Portal. Once you have requested your accommodations via the Student Portal, please notify me so I can view your letter.

Students with disabilities requiring academic accommodations should submit their request for accommodations as soon as possible, as it may take up to two weeks to review the request. For more information, please visit the CAE website

(www.cae.ucla.edu), visit the CAE at A255 Murphy Hall, or contact us by phone at (310) 825-1501.

Schedule

subject to revisions; any substantive changes will be announced via email and on the course website

Week 0 23 - 24 September	Course introduction videos Instructor introduction Syllabus video	Please complete the Preliminary Background Knowledge Survey
Week 1 27 September – 3 October	Lesson 1: What is medical terminology? Lesson 2: Greek, Latin and English Basic linguistic rules (morphology and inflection, rules for pronunciation etc.) Parts of speech Lesson 3: Ancient medicine and natural sciences The methodology, the written tradition, the field of medicine	Quiz 1 Homework 1
Week 2 4 - 10 October	<u>Part 1: Greek-derived medical terminology</u> Lesson 4: Overview of Greek-derived medical terminology Lesson 5: Greek vocabulary building Lesson 6: Hippocrates and the Hippocratic oath Medical ethics Ancient thoughts on language and the composition of words	Quiz 2 Homework 2
Week 3 11 - 17 October	<u>Part 2: Latin-derived medical terminology</u> Lesson 7: Overview of Latin-derived medical terminology Lesson 8: More vocabulary building Greek vocabulary building v. Latin	Quiz 3 Homework 3

	Greek-Latin hybrid Lesson 9: History of Latin medicine; Galen and gladiators	
Week 4 18 – 24 October -	<u>Part 3: Body systems</u> Lesson 10: Cardiovascular system Lesson 11: Respiratory system Lesson 12: Historical and cultural context	Quiz 4 Homework 4
Week 5 25 - 31 October	Lesson 13: Digestive system Lesson 14: Optic system Lesson 15: Historical and cultural context	Quiz 5 Homework 5
Week 6 1 - 7 November	Lesson 16: Genitourinary system Lesson 17: Reproductive system Lesson 18: Historical and cultural context	Quiz 6 Homework 6
Week 7 8 - 14 November	<u>Part 4: Additional study</u> Lesson 19: Hematopoietic and Lymphatic systems Lesson 20: Musculoskeletal system Lesson 21: Historical and cultural context	Quiz 7 Homework 7
Week 8 15 - 21 November	Lesson 22: Nervous system Lesson 23: Endocrine system [Exam]	Assessment Exam
Week 9 22 - 28 November	Final project prep	
Week 10	Final project due	Final Project

29 November - 5 December		
Finals Week 6 - 12 December	Final project exhibition	

UCLA Resources for Student Success

Title IX Resources

UCLA prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, there are a variety of resources to assist you.

Confidential Resources

You can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 1st Floor Wooden Center West, CAREadvocate@careprogram.ucla.edu, (310) 206-2465. Counseling and Psychological Services (CAPS) also provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768.

Non-Confidential Resources

You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator, 2241 Murphy Hall, titleix@conet.ucla.edu, (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491. These offices may be required to pursue an official investigation.

Psychological Health, Well-Being, and Resilience

Here are some of the many resources available at UCLA to support you:

- Counseling and Psychological Services (CAPS): <https://www.counseling.ucla.edu/> Provides counseling and other psychological/mental health services to students. Walk-in hours are Monday-Thursday 8am-4:30pm and Friday 9am-4:30pm in John Wooden Center West. Crisis counseling is also available 24 hours/day at (310) 825-0768.
- Ashe Student Health and Wellness Center: <http://www.studenthealth.ucla.edu> Provides high quality and accessible ambulatory healthcare and education by caring professionals to support the academic success and personal development of all UCLA students.
- Healthy Campus Initiative (HCI): <https://healthy.ucla.edu> Provides links to a wide variety of resources for enhancing physical and psychological well-being, positive social interactions, healthy sleep, healthy eating, healthy physical activity and more.

- Campus and Student Resilience: <https://www.resilience.ucla.edu/> Provides programs to promote resilience and trains students to help support their peers.
- UCLA Recreation: <https://www.recreation.ucla.edu/> Offers a broad array of services and programs including fitness, yoga, dance, martial arts, meditation, sports, and much more.
- Equity, Diversity, and Inclusion: <https://equity.ucla.edu/> Committed to providing an equal learning, working and living environment at UCLA and supports a range of programs to promote these goals campus-wide.
- UCLA GRIT Coaching Program: <https://www.grit.ucla.edu/> GRIT stands for Guidance, Resilience, Integrity and Transformation. In this program, UCLA students receive individualized support from trained peer coaches to manage stress, fostering positive social connections, set goals, and navigate campus resources.

Resources for Students Dealing with Financial Stress

- Bruin Shelter: <http://www.bruinshelter.org/> Provides a safe, supportive environment for fellow college students experiencing homelessness by fostering a collaborative effort between universities, community-based organizations, and service providers.
- The Community Programs Office (CPO) Food Shelter: <http://www.cpo.ucla.edu/cpo/foodcloset/> Provides free food for any UCLA student who may be experiencing hunger and/or struggling to attain food due to financial hardships.