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MORAVIAN COLLEGE
DEPARTMENT OF FOREIGN LANGUAGES
SYLLABUS SPANISH 111
SPANISH FOR MEDICAL PERSONNEL
SPRING 2014

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Office: Comenius 408

Class time and Classroom: M & W, 11:45am – 12:55 pm, COM 105

Office Hours: Mon 10:40-11:40 am, Wed 4:00-5:00pm and by appointment

I. TEXTBOOK REQUIRED:

Ríos and Fernández Torres. McGraw-Hill's *Complete Medical Spanish*. 2nd Edition, McGraw Hill, New York, 2010.

Supplementary Audio CDs (optional)

Other Materials and Technical Requirements:

- Blackboard will be used to post instructions, announcements, outlines, grading criteria/guidelines for written projects and oral presentations, useful links, e-articles, videos and weekly progress reports. Your instructor will also use Blackboard for general communication (email or message board). Please go to Blackboard and enroll yourself on this course during the second week of class. <https://blackboard.moravian.edu/webapps/login/>
- Other online resources used: Centers for Disease Control and Prevention (CDC) <http://www.cdc.gov/spanish/>
- FREE online medical dictionary: http://www.123teachme.com/medical_dictionary
- FREE online dictionary: <http://www.wordreference.com> (it is a great site for words, verb conjugation, and pronunciation)
- Folder to keep all written materials and handouts throughout the semester

II. COURSE DESCRIPTION:

This course **will introduce** essential medical vocabulary, practical reference information, and medical notes written from cross-cultural perspective. It **will provide** students with opportunities to apply, in a wide variety of practical contexts, the grammatical structure presented in the corresponding lessons. It **will present** everyday situations that medical students, pre-professionals, and professionals may encounter at work settings, such as hospitals, emergency rooms, doctor's office, and clinics dealing with Spanish-speaking patients and personnel in the United States. This course **will include *notas culturales*** that give students up-to-date information that highlights Hispanic customs and traditions relevant to healthcare, as well as contemporary health issues and medical concerns affecting the Hispanic population in the United States. **Prerequisite:** Spanish 105 or permission from instructor. ***This course will fulfill one semester of Spanish for nursing students and students in a related field.***

This will be a demanding course. Expect to spend about two or three hours outside class for every session. The good news is that you have excellent resources and by doing the work conscientiously, you will be speaking Spanish competently at the low intermediate level in no time. **Before coming to class, you are to prepare all assigned materials.** Writing should be done neatly and kept in a loose-leaf notebook.

III. COURSE OBJECTIVES:

- Provide students with useful and essential medical vocabulary in Spanish
- Help students deal with everyday situations that medical personnel encounter at work (clinics, hospitals, etc.)
- Help students understand and use medical translation text types (English-Spanish): Patient education brochures and general forms, medical instruction manuals, patient consent forms, etc.
- Provide students with the basic tools necessary to assist non-English speaking Hispanic patients
- Help students understand Hispanic customs and traditions relevant to healthcare
- Help students get familiar with contemporary health issues and medical concerns affecting Hispanics in the United States

IV. STUDENT RESPONSIBILITIES AND CLASSROOM ASSESSMENT TECHNIQUES (CATs):

The responsibilities of each student can be summed up in the following points:

- be prepared for each class period and test/projects (includes reading, doing homework assignments, working group/pair work)
- spend an average of two or three hours outside of class for every hour in class
- participate fully and actively in all classroom activities
- attend class on time!

All the class activities and presentations MUST be done in Spanish

1. **Class attendance:** Faithful attendance is expected, since continuous practice is needed in order to learn a language. The learning of a language is a cumulative process and it is not easy to make up for several missed classes.
 - Every student will be allowed to miss up to **two (2) classes** without losing points off their final grade (*however, remember that your weekly class participation grade will suffer beginning with the first absence, regardless of the reason for it*).
 - Every absence beyond **two** will result in a **deduction of 1 point off the final grade**. It is the responsibility of the student to reserve his/her 2 absences for those circumstances when missing class is unavoidable (i.e. illnesses, field trips, participation in sporting events, etc.). It is the responsibility of the students to inform the professor as soon as possible about the reason for the absence.
 - In case of extended absences the student should talk to Student Services or the Academic Dean who will contact the professor. **Only if the Dean justifies the absences, they will be excused (and points will not be taken off)**.
 - Remember:** Requests to excuse absences at the end of the semester will not be considered. Students have the responsibility of keeping track of their own absences. No reminders will be given.
 - Four (4) late arrivals** to class (10 minutes or more) will be the equivalent of one absence and students will lose 1 point off their final grade. Please, be respectful to other students and the professor, late arrivals are disrupting.
 - No late assignments will be accepted without official written documentation.
 - Arriving to class late or leaving early will be considered as tardiness or absence. Students who arrive 30 minutes late to an exam will not be given the opportunity to take that exam.
 - Don't forget** to turn off your cellular phone before coming to class. Only in case of an emergency, the professor will allow students to use them. **If you insist in using your cellular (talking, texting, etc.), you will be asked to leave the classroom. This will result in one absence and a grade of zero for that day.**
 - Note: Please make sure you read and understand the "Attendance Policy" and academic regulations. I will put into effect such regulations in my class.**

2. **Class participation and discussion:** Students are expected to come to class having prepared ALL materials assigned by the professor. In class, students **must participate actively** speaking in group activities and class discussions. Remember: missing class lowers the participation grade! At this level, students are required to

attend (at least once during the semester) events/activities organized by the Spanish Club. You can earn between 3-5 pts. in category “participation” only, depending on the requirements of the activity and the level of your involvement. Note: These points will be added to total participation grade at the end of the semester.

Active Participation in class will be graded as follows:

A=95 or higher *Excellent participation* (the student answers questions and offers interesting comments without the need of the professor or the debate leader calling on him/her. The comments and answers show that the student prepared, completed and understood the assignment).

B= 85 *Good participation* (the student answers questions and offers interesting comments whenever the professor or debate leader calls on him/her. Sometimes, the student participates without being asked. The comments and answers show that the student has prepared and understood the assignment).

C=75 *Fair participation* (the student answers questions and offers comments only when the professor or debate leader calls on him/her. The comments and answers show that the student has prepared or attempted to complete the assignment, but doesn’t seem to understand it).

D=65 *Poor participation* (the student answers questions and offers very brief comments only when the professor or debate leader calls on him/her. The comments and answers show lack of interest and/or a poor preparation).

F=55 *Lack of participation* (the student does not answer questions and does not offer any comments in the class or group discussion. The lack of comments and answers as well as incorrect answers, show that the student has not completed the assignment or, if he/she has done it, it has been in a careless or incomplete way).

- 3. Tests/Projects (take-home tests/projects):** There will be a total of three take-home tests/projects (worth 25 pts. each). By the end of the second week of classes, all students **must** have a partner to work outside of class. The instructor will give medical situations and cases based on topics and materials covered in class. Students and their partners must write a dialogue OR an interview based on these cases and situations. **The instructor will grade the following: vocabulary, grammar and mechanics, content/ information, completeness of task, and organization.** All tests/projects must be typed!

Format for Typed Tests/Projects:

- Use **12 pt** Times New Roman or Arial.
- Use **double** space.
- Clearly indicate selected situation and case. On the top left corner of first page of paper, write the following: Selected situation and case, due date, your names, and the name of your professor.

Example:
 Situación_____ /Caso_____

Fecha de entrega_____

Nombres:_____

Profesora: Dr. Lasso-von Lang

- I will **not** accept tests/projects that do not follow the above format

The due dates are indicated on the course calendar of this syllabus. **No late take-home tests/projects will be accepted!** Guidelines and grading criteria will be posted on Blackboard in advance.

4. **Midterm Project:** All students must give a group oral presentation in class. Topics must be related to multicultural health issues in the Hispanic communities (in the USA, Spain or Latin America). Students will have to work in groups of 3-4 students. Together they will select a topic and notify the instructor at least a week before presenting in class. All members of a group must participate in the research part of the project and be ready to present their topic in class the date assigned (NOTE: Work as a team! one evaluation per group and one grade for all the members of the group). Duration of presentation 10-15 minutes. Guidelines and grading criteria will be posted on Blackboard in advance.
5. **Final Project:** Students must complete the final project at real work settings such as hospitals, emergency rooms, doctor's office or clinics dealing with Spanish-speaking patients and personnel. Students can select the situation and setting they prefer. Guidelines will be provided by your instructor in advance (see Blackboard for details). **NOTE: the Final Project is due the day scheduled for your final exam.** Presentation/organization, information and content, grammar and mechanics, vocabulary, quality and completeness of task will be graded. Please drop off your final project in a box labeled "Spanish 111 – Final Project." This box will be placed next to the door of my office – Comenius 408.
6. **Homework:** All assignments from textbook or from other sources must be placed in a "**tarea folder**". This folder will be checked during the last two regular class sessions. Total: 50pts. (*full credit, half credit or no credit*, depending on the quality, organization, and completeness of task). Please divide your folder into two sections:
 - a. **Ejercicios del texto:** Most textbook exercises must be completed and corrected with a red pen at home (a few of them will be completed in class_ your professor will guide you). By the end of the semester all exercises should be placed in section (a) of your folder. NOTE: When completing the exercises

at home, please try to do them on your own first and then take a look at the answer key to verify and correct your answers _ please remember to use a red pen for corrections (see Appendix C on textbook pp. 419-434).

- Use smooth-edged paper (no spiral notebook tear-outs)
- Write exercises on a separate smooth-edged paper. **DO NOT** tear off pages from textbook.
- Write NEATLY on every other line.
- Write QUESTIONS and answers when applies. Answer in complete sentences unless otherwise directed.
- Clearly label each activity (include date and organize exercises chronologically)
- These rules apply to all written exercises from the textbook
- *I will not accept work that does not follow the above format*

- b. Other practices, notes, medical forms, insurance forms, patient registration forms and applications, pamphlets, translations, corrected tests and quizzes, outlines for oral presentations, and miscellaneous materials.** Some practices, exercises, forms, and translations must be completed outside of class. Generally, reviews and corrections will be done in class.

Absolutely **NO homework will be accepted late! PLEASE DO NOT SEND HOMEWORK VIA EMAIL**, unless is specified as such.

- 7. Progress Reports:** Students' progress report will be available on **Blackboard** and it will be updated at the end of each week. All students must register on Blackboard and enroll in my class: **SPAN111: Spanish for Medical Personnel**, in order to access their weekly report.
- 8. "Otras cosas":** You are encouraged to use every opportunity to hear and speak Spanish. Practice with each other outside of class. Plan to spend 20 minutes or half an hour each day listening to Spanish radio or watching Spanish TV. Find a classmate in class or a partner whose native language is Spanish and practice what you learn. Such activities will enhance your performance in class and help you get more out of the course. You can also take advantage of our FREE tutoring services. A list of Spanish tutors will be posted on Blackboard during the first couple weeks of classes.

V. ACADEMIC HONESTY POLICY

Academic Integrity: academic dishonesty, that is, **cheating** on tests and exams, and **plagiarism** (using another person's words and passing them off as your own) is a serious offense and will be handled according to the Moravian policy on Academic Honesty (please, see the *Student Handbook*). **DO NOT** use online or any other translating services. **It is your responsibility to avoid dishonest behavior!**

VI. DISABILITY STATEMENT

“Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.”

VII. CLASSROOM CIVILITY:

Each Moravian student is encouraged to help create an environment that promotes learning, dignity, and **mutual respect** for everyone. Just a reminder that normal courtesies are practiced in the classroom!

Your final grade will be calculated as follows:

Class Participation/discussions	25%
Tests/Projects	30%
Midterm	15%
Homework/Practices (tarea folder)	10%
Final Project	20%
Total	100%

Note: Grades are not curved. A weekly student progress report will be available on Blackboard. Please register on Blackboard during the second week of classes.

Letter grade will be assigned as follows:

93-100	A
92-90	A-
89-87	B+
86-83	B
82-80	B-
79-77	C+
76-73	C
72-70	C-
69-67	D+
66-63	D
62-60	D-
59-0	F

COURSE CALENDAR

The professor reserves the right to modify this calendar. Any major changes to the calendar will be announced in class and/or posted on Blackboard.

Enero

- 13 **Introducción a la clase**
En clase: Vocabulario: Basic greetings
 Pronunciation, regional variations, accent or stress, spelling pp. 2-11

✓ Gramática – repasar nouns: gender and number

Tarea para la próxima clase:

Ejercicios A1-1E pp. 12-15, 1F-1H pp. 18-21
 Estudiar: Parts of the body pp. 15-17, Chief complaints p. 23
 Gramática: verb “necesitar,” Ejercicio 1I pp. 21-22
 Nota: Leer pp. 2-11

- 15 **En clase:** Repaso “necesitar” pp. 21-22, Chief complaints p. 23, Ejercicios 1J-1K
 Vocabulario/diálogo: “Beginning a patient interview” pp. 24-26

Tarea para la próxima clase:

Numbers, vital signs/signos vitales. Ejercicios 2A-2B pp. 28-31.
 Estudiar vocab. question words and other words. 2C-2D pp. 31-33. Internal organs/órganos internos, cognates, giving instructions. 2E-2F pp. 33-43

- 20 **MLK Day No hay clase**

- 22 **En clase:** Repaso internal organs/diálogo, vital signs, giving instructions

✓ Gramática - -ar verbs pp. 45-46, common -ar verbs pp. 51-53. Using: “necesitar, necesitar +infinitive” pp. 55-58, estar pp. 58-59. Review this material **before** coming to class. Ejercicios 3A-3N (selección)

Tarea para la próxima clase:

Estudiar vocab. Common symptoms/síntomas comunes, vocab. Basic interview, verbs “tener, sentir, estar” pp. 62-66. Qualifying and quantifying pain, **cultural note** pp. 69-71. Escribir two dialogues (use sample Basic interviews sections 3.6 and 3.7 as a guide):

- a. Basic interview – doctor and patient
- b. Qualifying and quantifying pain
- c. Hacer ejercicios 3O p. 67 and 3P p. 71
- d. Estudiar vocab. “specialty phrases for nurses (enfermeras)” pp. 337-339.
- e. Helpful vocab.15.4 “Illnesses and symptoms (by body system)” pp. 368-374

27 **En clase:** Diálogos de la tarea

- ✓ Temas y vocab.: Household items/artículos del hogar p. 73, Telling time pp. 75-78. En la sala de emergencias pp. 99-101
- ✓ Gramática: study **before** coming to class “quantifying and qualifying adjectives” pp. 78-82. Repasar “ser” p. 74 and “ser vs. estar” p. 102, “hay” p. 83

Tarea para la próxima clase:

Ejercicios 4A-4D pp. 74-77, 4E-4G pp. 80-84, 4U-4V pp.101-103.
 Estudiar vocab. “La pediatría” pp. 92-93, future actions pp. 94-96,
 interrogatives and negatives p. 97.
 Write your own diálogo “una visita al pediatra” (see sample p. 93).

29 **Entregar examen/proyecto 1**

En clase:

- ✓ Tema: La pediatría – Diálogo de la tarea y selección de ejercicios
- ✓ Helpful vocab. “Patrón de crecimiento y desarrollo de un niño” pp. 334-336
- ✓ Lectura y vocab. “Neonatología” pp. 330-332
- ✓ Gramática: -er and -ir verbs pp. 84, 86, 88, 92. Review **before** coming to class.

Tarea para la próxima clase:

Ejercicios 4H-4O pp. 85-91, 4P-4T pp.94-99.
 Estudiar vocab. “La familia” pp. 105-109, enfermedades pp. 111-112,
 historia médica del paciente, additional useful phrases and words pp. 112-
 117.
 Tipos de comida y la dieta pp. 120-126.

Helpful vocab.15.4 “Illnesses and symptoms (by body system)” pp. 368-374

Febrero**3 En clase:**

- ✓ Temas: Historial o expediente médico del paciente pp. 118-119. Ejercicio 5C p. 117. Tipos de comidas y la dieta pp. 120-126, selección de ejercicios
- ✓ Gramática: Present Perfect, present progressive pp. 109-110, indirect object pronouns pp. 126-127. Irregular –er and –ir verbs p. 129

Tarea para la próxima clase:

Ejercicios 5A-5B p. 107, 5D-5M pp. 124- 132. Review irregular verbs in the present tense pp. 134-135, stem-changing verbs p. 138, 140, 144, regular and irregular –er and –ir verbs pp. 141-143

5 En clase:

- ✓ Vocab. “días de la semana” pp. 144-146, “los meses del año” p. 148. Selección de ejercicios
- ✓ Gramática: Irregular verbs in the present tense, stem-changing verbs. Selección de ejercicios
- ✓ Lectura: “authority figures and home remedies” pp. 150-151

Tarea para la próxima clase:

Ejercicios 6A-6C pp. 135-137, 6D-6H pp. 139-141, 6I-6L pp. 146-149
 Repasar “the imperative mood or Ud./Uds. commands” pp. 151-157
 Estudiar vocab. y leer monólogo “un examen físico, Ejercicio 6N pp. 157-158. Vocab. p. 159, key power verbs, Ejercicio 7A pp. 162-164, treatment procedures, prescription and instructions pp. 164-170.

Note: Bring a list of specialists (in Spanish)

10 En clase:

- ✓ Tema: Un examen físico y otros exámenes - resultados y diagnósticos e instrucciones para el paciente. Preparar diálogos “otros exámenes” from Lessons 6 and 7, secciones 6.6, 6.7, 7.3, 7.7 to 7.12
- ✓ Note: “Beware of direct translations” p. 174-175
- ✓ Gramática: Ud./Uds. Commands, Present progressive pp. 177-179

Tarea para la próxima clase:

Ejercicios 6O p. 160, 7B-7C p. 171, 7D p. 174, 7E p. 176, 7F-7G pp. 179-180, 7H-7I pp. 182-183, 7J p. 185, 7K p. 187

Estudiar vocab. pp. 208-209

Note: Keep list of specialists handy

Remember! All groups must have a topic for the group presentation (Midterm) by this date.

12 **In class:**

- ✓ Tema: Well-baby visit pp. 208-209
- ✓ Helpful vocab. pp. 334-336
- ✓ Gramática: possessive adjectives pp. 189-192, impersonal “se” pp. 193-195, demonstrative adjectives pp. 196-197

Tarea para la próxima clase:

Ejercicios 8A-8C pp. 190-193, Ejercicio8D, 8G pp. 194-197
Estudiar vocab. “En la sala de emergencia” pp. 209- 212

17 **Entregar Examen/Proyecto 2****En clase:**

- ✓ Tema: En la sala de emergencia: infección del oído y un ataque de asma. Diálogos
- ✓ Gramática: The preterit tense pp. 197-198, the preterit of stem-changing and other verbs pp. 201-203, irregular verbs in preterit p. 204
- ✓ Lectura: Asma

Tarea para el 10 de marzo:

Ejercicios 8H-8M pp. 198-201, 8N-8V pp. 203-208
Estudiar y repasar reflexive verbs and personal “a” pp. 215-216, 218-220, pp. 221, direct object pronouns pp. 221-223
Estudiar vocab. “el dentista” pp. 228-230 y “especialistas” pp.230-233, “la farmacia” pp. 233-234

- 19 Group Presentations (Midterm)
- 24 Group Presentations (Midterm)
- 26 Group Presentations (Midterm)

Marzo

Spring Recess: March 1-10, Saturday noon – Monday, 7:30am

10 **En clase:**

- ✓ Temas: una visita al dentista, a especialistas, en la farmacia
Dolor abdominal pp. 226-228, Ejercicio 9I. Note: the list of “los especialistas” prepared previously will be very useful for this activity.
- ✓ Gramática: reflexive verbs, direct object pronouns, “tener que/necesitar, es necesario/hay que” p. 224. Selección de ejercicios.

Tarea para la próxima clase:

Ejercicios 9A-9H pp. 216-226.

Estudiar vocab. “enfermedades venéreas” p. 246, Repasar “por” vs. “para” pp. 251-253

12 **En clase:**

- ✓ Tema: enfermedades venéreas/enfermedades transmitidas sexualmente (ETS/STD sor STIs). Diálogos y Ejercicios
- ✓ Helpful verbs and verb phrases: preguntar y pedir, conocer y saber pp. 236-238, acabar de pp. 245-246
- ✓ Gramática: Repasar Possessive pronouns pp. 239-240, another future tense form and irregular future forms pp. 242-243, present and past progressive and present participles pp. 243-245, present and past perfect tenses pp. 248-250

Tarea para la próxima clase:

Ejercicios 10A-10E pp.236-239, 10F-10J p. 241, 244, 10K-10M pp. 250-251

Opcional: 10N-10Q pp. 255-256 (if you purchased the audio CDs, you can do the optional exercises).

Estudiar vocab. “bajar de peso”11.2 p. 263

17 **En clase:**

- ✓ Tema: “niño que necesita bajar de peso” pp. 262-264
- ✓ Gramática: conditional pp. 258-259, 262, imperfect tense pp. 264-266, p. 268
- ✓ Lectura: obesidad, dieta y nutrición (artículos en Blackboard)

Tarea para la próxima clase:

Ejercicios 11A-11G pp. 259-262, 11-H-11-J pp. 266-269
 Estudiar vocab. “instrucciones prenatales” p. 270, “parto” p. 278,
 “posparto” p. 290

19 **En clase:**

- ✓ Tema: Instrucciones prenatales, parto y posparto. Ejercicios y diálogos
- ✓ Gramática: more about direct and indirect object pronouns pp. 271-277

Tarea para la próxima clase:

Ejercicios 11K-11N pp. 272-278
 Opcional: 11O- 11Q p. 281
 Repasar “el subjuntivo” pp. 283, 285, 288-289, pp. 291-293, 295

24 **En clase:**

- ✓ Temas y vocab.: hipertensión y diabetes, p. 298-299, pp. 309-310
- ✓ Lecturas: hipertensión y diabetes en la comunidad hispana (artículo en Blackboard)
- ✓ Gramática: El subjuntivo, el condicional y el imperfecto del subjuntivo con la cláusula “si” pp. 299-300

Tarea para la próxima clase:

Ejercicios 12A- 12H pp. 284-287, 12K-12U pp. 292-297, 12V p. 300
 Opcional: 12W-12Y p. 301

26 **En clase:**

- ✓ Tema: Planificación familiar y los anticonceptivos
- ✓ Vocab. and diálogo p. 314-316 (also see instructor’s handout)

- ✓ Gramática: More subjunctive tenses – present perfect p. 303, pluscuamperfect or past perfect, pp. 305-306, p. 308, p. 311

Tarea para la próxima clase:

Ejercicios 13A-13H pp. 304-308, 13I p. 312, 13M.
Opcional: 13J-13L pp. 312-313

Important! Review all verb tenses covered pp. 316-317

31 **En clase:**

- ✓ Temas: Otros exámenes y casos de emergencia. Lección 14, secciones 14.1, 14.2, 14.4, 14.5, 14.6, 14.8. Estudiar vocab. on these sections **before** coming to class.
- Diálogos y selección de ejercicios

By March 31, all students must have a place (hospital, clinic, etc.) to visit and complete the practical part (Final Project) of this course, from April 9-23

Abril

2 **En clase:**

- ✓ Tema: Terapia ocupacional pp. 324-326
- ✓ Estudiar **before** coming to class: “specialty phrases for psychiatry and psychology” pp. 340-347
- ✓ Diálogos y selección de ejercicios

7 **Entregar Examen/Proyecto 3 y consultas para Proyecto final**

Leer Lección 15 **before** coming to class. Be prepared for class discussion!

- 15.1 “Cultural competency/cross-cultural communication”
- 15.2 -15.3 “Herbal remedies/remedios caseros” y “Medicinas”

9 Preparación del proyecto final

14 Preparación del proyecto final

16 Preparación del proyecto final

Easter Recess: April 17-21, Thursday, 10:00 p.m.-Monday 6:00p.m.

23 Preparación del proyecto final

Final Project is due on the day of your final: Tuesday, April 29, 1:30pm, COM 408

