

MORAVIAN COLLEGE
DEPARTMENT OF MODERN LANGUAGES AND LITERATURES
SPANISH 111
SPANISH FOR MEDICAL PERSONNEL
SPRING 2016

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Office: Comenius 408

Class time and Classroom: MW 11:45 a.m.-12:55 p.m., COM 114

Office Hours: Mondays 4:00-5:00 p.m., Fridays 1:00-2:00 p.m. and by appointment

TEXTBOOK REQUIRED

Ríos, Fernández Torres and Ríos. McGraw-Hill's *Complete Medical Spanish*. 3rd Edition, Mc-Graw Hill, New York, 2015. ISBN 978-0-07184188-7
 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/>
- Digital storytelling: a mixture of computer-based images, text, recorded audio narration, video clips and/or music.
- 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

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. This course **will integrate digital storytelling** as an instructional technique to teach specialized medical vocabulary, grammar, and to help students develop their listening and speaking skills in the target language. All digital stories, teacher-created as well as student-created, will contain a mixture of computer-based images, text, recorded audio narration, video clips and/or music. These stories will vary in length, but most of them will last between two and ten minutes. The topics will range from personal tales or experiences to recounting events or situations relevant to healthcare and the Hispanic communities, from exploring life in their own community to the search for life in other parts of the world, and using digital literary works or new media writing. This course **will also integrate a Service Learning component**. All Students must complete their final project at real work settings.

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.

LEARNING OBJECTIVES AND OUTCOMES:

- Learn useful and essential medical vocabulary in Spanish.
- Experience everyday situations that medical personnel encounter at work (clinics, hospitals, etc. – Service Learning component of the course).
- Understand and use medical translation text types (English-Spanish): Patient education brochures and general forms, medical instruction manuals, patient consent forms, etc.
- Interact directly and indirectly with Hispanic patients and medical personnel in a real life setting (Service Learning component of the course).
- Understand Hispanic culture and traditions relevant to healthcare
- Recognize Hispanic values and beliefs applicable to healthcare (authority figures, alternative medical practices, misconceptions, etc.).
- Learn about contemporary health issues and medical concerns affecting Hispanics in the United States.
- Identify different types of stories, as well as their significant elements.
- Recall and relate, in their own words, the major parts of a story and its supporting details.

- Master Spanish grammar structures (building language in context at low-intermediate level).
- Write short reports and essays in the target language.
- Improve Spanish pronunciation and develop essential communicative skills.
- Discuss their own and others' understanding of various community and cultural traditions, in various times and places.
- Create a new story or re-design a familiar one.
- Create a visual response to a specific story.
- Develop critical thinking skills.
- Use modern technology for an educational purpose.
- Share information on a topic using print, audio-visual, or dramatic forms.
- Develop the ability to communicate collaboratively (team-work).

STUDENT RESPONSIBILITIES AND FORMATIVE AND SUMMATIVE ASSESSMENT

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 2-3 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

ATTENDANCE POLICY

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.

Attendance

- Just like playing an instrument or practicing a sport, language learning occurs best through active participation. Being present is the first step.
- You need to come to class and be on time. 0-3 absences will not be penalized, but may affect class performance. If you will miss class for a religious holiday, please let me know ahead of time so we can make arrangements for missed work.
- Every absence over three (3), for any reason, will result in a lowering of the final grade by one point for every additional absence. Exceptions may be granted only in extraordinary circumstances such as prolonged illness or family emergency; these situations may require additional documentation and are not automatically

guaranteed. Travel plans are not considered extraordinary circumstances. The student would need to make arrangements to complete missed work.

- "The Academic and Disability Support Center is authorized to send e-mails informing instructors that students have valid excuses for not attending two or more consecutive days of class. You may contact them by calling [610-861-1401](tel:610-861-1401) or sending an email to disabilitysupport@moravian.edu. Only if the Academic & Disability Support Office justifies extended absences, will they be excused."
- Arriving late (10 mins or more) to class more than three times will equal one absence. Students who arrive 30 minutes late to an exam will not be given the opportunity to take the exam.
- It is the student's responsibility to complete assignments for missing classes. "I didn't do the homework because I was not in class" it's not an acceptable excuse! Please contact your instructor and/or a classmate to bring you up to speed.
- Students have the responsibility of keeping track of their own absences. **No reminders will be given!**
- **Don't forget** to turn off your cellular phone before coming to class. **If you insist in using your cellular (talking, texting, etc.) you will be asked to leave the classroom. This will result in an absence and a grade of 0 (zero) for that day.**

COURSE EVALUATION:

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).

No attendance, no participation at all (when a student is not in class, he/she gets a 0 for that day regardless of the reason for that absence).

EXTRA CREDIT (to be added to total participation grade at the end of the semester): As indicated previously, students will have the opportunity to earn up to 5 points by participating in events approved by instructor. These extra credit events or activities will be announced in class. Students can **actively participate** in some of the following events/activities to receive credit:

The Spanish Club

I highly recommend that you attend the activities organized by the Spanish Club such as weekly meetings, movie screenings, restaurant visits and cultural trips. They are an excellent way to get involved in the language and the culture of the Spanish-speaking world (schedule of activities will be provided in advance).

Babel

Interested in poetry? I encourage you to write a poem in Spanish for *Babel*, the literary journal of the Department of Foreign Languages. For more information feel free to talk to me or send an email to Dr. Claudia Mesa at: mesac@moravian.edu

Take-home Projects: There will be a total of two take-home written projects. All projects must be double-spaced and typed. By the end of the second week of classes, all students **must** have a partner to work outside of class. Instructor will provide instructions, guidelines and rubric in advance. **No late take-home tests/projects will be accepted!**

Situations/Case Studies: Students will complete several writing assignments in class. All writing assignments will be based on cases or situations assigned by instructor; example: dialogues, doctor/patient interviews, questionnaires, short summaries, teacher and student-created digital storytelling, etc. **Unannounced weekly vocabulary quizzes.**

Students must study vocabulary from each lesson and be prepared for weekly quizzes; example: body parts, internal organs, common symptoms, key medical verbs, words, phrases, etc.

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 4-5 students. Together they will select a topic and notify the instructor at least a week before presenting in class. 2-4 min. student-created digital stories must be integrated in assignment.

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:** You must work as a team! One evaluation per group and one grade for all the members of the group. The presentation will be graded as follows: content/information, organization, vocabulary, grammar and mechanics, pronunciation and fluency, completion of task, team work, and ability to motivate classmates to participate during question/answer sessions. **REMEMBER!** At the end of each presentation, group members must test their classmates by asking them to answer **at least 5 analytical questions** about their topic.

At the end of the presentations, groups must turn in **neatly typed** the questions and answers prepared for class discussion, an outline for the presentation, and a list of works consulted and cited during the research (when preparing your “works cited” page, please use the Modern Language Writing Style (MLA Style): <https://owl.english.purdue.edu/owl/resource/747/01/> Duration of presentations: 10-12 minutes, including the session of questions and answers. **Specific guidelines and grading criteria will be posted on Blackboard in advance.** Power Point or any other software presentation programs are highly recommended. If your group decides to use a software presentation program or any other presentation graphics package, **please** save your presentation on a flash drive or use google doc – it will save us a lot of time.

Final Project: Students must complete a Service Learning 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. At the end of the semester, all students will have to use digital storytelling to share their Service Learning experience in class. Instructions, guidelines, and rubric will be provided by instructor in advance.

Homework: You will have to complete some exercises from your textbook. Assignments from other sources must be placed in a “**tarea folder**”. The “ejercicios” sections of your textbook and the tarea folder will be checked during the last two class sessions. Total: 50pts. (*full credit, half credit or no credit*, depending on the quality, organization, and completeness of task).

- 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). **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 D on textbook pp. 427-442).

- Be NEAT
- Write QUESTIONS and answers when applies. Answer in complete sentences unless otherwise directed.
- These rules apply to all written exercises from the textbook and other sources
- *I will **not** accept work that does not follow the above format*

- b. **Tarea folder: 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.

POLICY ON LATE ASSIGNMENTS

As a general rule for this class late assignments will be penalized and make-up exams or other work will be given only in extremely unusual circumstances. **If accepted, all late work will lose 5 pts. per day, starting the due date at the time of class.**

Your final grade will be calculated as follows:

Class Participation/discussions	15%
Take-home Projects	25%
Situations/Case Study & Quizzes	15%
Midterm	15%
Homework/Practices (tarea folder)	10%
Final Project	20%
Total	100%

Note: Grades are not curved. 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 **SPAN111: Spanish for Medical Personnel**, in order to access their weekly report.

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

ACADEMIC HONESTY POLICY

Academic dishonesty is a serious offense and will not be tolerated. Cases of academic dishonesty will be handled according to the **Moravian policy on Academic Honesty**. If you cheat you will be given a grade of zero for that assignment or a failing grade in the course. You will also be reported to the Dean of Students and “a copy of the record [will remain] in the Division of Student Affairs until the student completes the degree or certification program.” Also, please note that, “When writing creative or research papers in a foreign language, students *may not use electronic translation services*. Utilizing such tools without express permission of the instructor constitutes plagiarism (using another person’s words and passing them off as your own). The use of electronic dictionaries for single-word inquiries or short idiomatic expressions is permissible at the discretion of professors in the Department of Foreign Languages.”

For detailed information please see the *Student Handbook*:

<http://www.moravian.edu/studentlife/handbook/academic/academic2.html>

DISABILITY STATEMENT

“Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located in the lower level of Monocacy Hall, or by calling [610-861-1401](tel:610-861-1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.”

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!

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.

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

- 18 Introducción a la clase
En clase: Lección 1 - Greetings, the alphabet pp. 2-6

Tarea para la próxima clase:

Reading pp. 6-8, study “If you need help” questions and expressions p. 8, Chief complaints p. 23

Gramática and vocabulary- nouns: gender and number pp. 8-12, articles pp. 12 & 14. Ejercicios A1, 1B, 1D pp. 12-14 and 1E p. 15

- 20 **En clase:** Review ejercicios de tarea.

Gramática and vocabulary - What is this? What is...? What do you need? Verb “necesitar” and ejercicios pp. 18-22. Parts of the body pp. 16-17 and Chief complaints p. 23

Digital material Parts of the body, Chief complaints (videos and images from pinterest and ConsultaSalud.com). Practice: Beginning a patient interview p. 26

Tarea para la próxima clase:

By next week all students must know Parts of the body pp. 16-17, vocab. Chief complaints p. 23. Ejercicios 1J and 1K pp. 24-25.

25 **En clase:** Review tarea

Lección 2 - Numbers, vital signs/signos vitales. Ejercicios 2A-2B pp. 28-31.
Gramática - Interrogative words, relative pronouns, and prepositions.
2C-2D pp. 31-33

Digital material: Taking vital signs.

Tarea para la próxima clase:

Study internal organs/órganos internos, cognates, giving instructions. Ejercicios 2E pp. 33-43.

Lección 3 - Study -ar ending verbs pp. 45-46 and 51-53. Ejercicios 3A and 3B pp. 46-47, 3H pp. 53-55. Necesitar pp. 55-56, Necesitar + Infinitive pp. 57-58, Estar pp. 58-59. Expressions with “estar” p. 60.

27 **En clase:** Review tarea, gramática y vocabulario: Ejercicios 3I p. 56-57, 3J-3L, 3N pp. 58-61.

Digital material: Chief complaints and giving instructions.

Situation/Case Study #1 is due**Tarea para la próxima clase:**

Study numbers p. 62, vocab. common symptoms/síntomas comunes, vocab. Basic interview, verbs “tener, sentir, estar” pp. 62-66. Qualifying and quantifying pain, **cultural note** pp. 69-71.

Febrero1 **En clase:** Escribir one dialogue (use sample basic interviews sections 3.6 p. 66 and 3.7 p. 70 and the following guide and vocabulary:

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

Teacher-created digital stories: entrevista médica y opinión del paciente.

Situation/Case Study #2 is due

Tarea para la próxima clase:

Lección 4 – Vocab. Household items p. 73, telling time pp. 75-77. Ejercicios 4C and 4D pp.76-77. Gramática: Adjectives pp. 78-81, Ejercicios 4E p. 80. “Ser” p. 74, ejercicios 4A and 4B pp. 74-74, “Hay” p. 83, ejercicio 4G.

- 3 **En clase:** Review tarea. “ser” vs. “estar” p. 102. Práctica.

Digital material: Pediatrics and emergency cases. “El cuidado infantil”

- ✓ Helpful vocab. “Patrón de crecimiento y desarrollo de un niño” pp. 334-336
- ✓ Lectura y vocab. “Neonatología” pp. 330-332

- 8 **Take-home project 1 due**

Tarea para la próxima clase:

Estudiar gramática: -er and -ir verbs pp. 84, 86, 88, 92. Ejercicios 4I p. 85, 4J p.87, 4N pp. 90-91, expressing destination and future actions pp.94-98, ejercicios 4Q-4S.

- 10 **En clase:** Review tarea.

Lección 5 - Vocab. family, illnesses and medical history pp. 105-107, 111-117. Ejercicio 5C pp. 117-119. Patient registration forms and other documents.

Digital material: family, illnesses and medical history.

- ✓ Helpful vocab.15.4 “Illnesses and symptoms (by body system)” pp. 368-374
- ✓ Only for reference tenses present perfect and present progressive pp. 109-110.

Tarea para la próxima clase:

Complete ejercicio 5C pp. 117-119 at home. Estudiar tipos de comida y dieta pp. 120-126, ejercicio 5E. Estudiar indirect object pronouns, “gustar” and verbs like “gustar” pp. 126-128, ejercicios 5E p. 126, 5F p. 127. Verbs: **tener, venir, poner** pp. 129, ejercicios 5H, 5K, 5L pp. 129, 131.

- 15 **En clase:**

Tipos de comida y dietas. Gramática – indirect object pronouns, “gustar” and verbs like “gustar” pp. 126-128. Irregular -er and -ir verbs: tener, venir, poner p. 129.

Digital material: obesity and diabetes in the Hispanic communities/obesidad y diabetes en las comunidades hispanas (ver vocabulary 13.3 “La primera visita de un paciente con diabetes” pp. 309-310)

Tarea para la próxima clase:

Lección 6 – Estudiar días de la semana y meses del año pp. 144-146, 148-149, ejercicios 6I and 6L. IMPORTANT! estudiar “the imperative mood or Ud./Uds. commands” pp. 151-157, ejercicio 6M. Common commands in the medical field pp. 156-157.

Lectura: “authority figures and home remedies” pp. 150-151

All groups must have a topic for the group digital presentation (Midterm) by this date. When preparing for your group presentation, please read lesson 15 on cultural competency/cross-cultural communication pp. 349-368.

17 En clase:

Review tarea. Prácticas with Ud./Uds. commands

Digital material: “Miguel y Sabo: días de la semana y meses del año” and Usted/Ustedes commands

iMovie – Salud en la comunidad hispana: creencias, remedios y figuras de autoridad (instructor-created digital story)

Tarea para la próxima clase:

Un examen físico y otros exámenes - resultados y diagnósticos e instrucciones para el paciente. Estudiar vocab., preparar diálogos “otros exámenes” from Lessons 6 and 7, secciones 6.6, 6.7, 7.3, 7.7 to 7.12 (select **one** of your dialogues and turn it in the next class – MUST be neatly typed).

Gramática and vocab - Present progressive pp. 177-179, ejercicio 7F; Giving directions and instructions p. 175-176, ejercicio 7E.

- ✓ Note: “Beware of direct translations” p. 174-175
- ✓ Key Power Verbs p. 162
- ✓ You must know all the body parts and internal organs by now

22 In class: Review tarea

Don’t forget to turn in your selected dialogues

Situation/Case Study #3 is due

Gramática: possessive adjectives pp. 189-192, impersonal “se” pp. 193-195, demonstrative adjectives pp. 196-197. Selected exercises.

- ✓ Helpful vocab. pp. 334-336
- ✓ Videos from ConsultaSalud.com

Tarea para el 2 de marzo:

Lección 8 - Estudiar preterite tense pp. 197-198, ejercicios 8H, 8K, 8L, 8M pp.198, 200-201. Preterite stem-changing verbs pp. 201-203, ejercicio 8N pp. 203-204.

Irregular verbs in the preterite: **hacer, decir, ir/ser** pp. 204-205, ejercicios 8O p. 205, 8Q, 8R p.206; **tener, estar** p. 206, ejercicios 8S-8U pp. 206-207.

- 24 Midterm – Student-created digital stories (group presentations)
- 29 Midterm – Student-created digital stories (group presentations)

Marzo

- 2 **En clase:** Estudiar y repasar preterite tense.
En la sala de emergencia: infección del oído y un ataque de asma. Diálogos
- Digital material: Asma y otros casos de emergencia (ver lección 14).
Situation/Case Study #4 is due (narrating past events)
- Tarea para la próxima clase:**
Lección 9 - Estudiar reflexive verbs and personal “a” pp. 215-216, 218-220, pp. 221, ejercicios 9A, 9C, 9E.
Direct object pronouns pp. 221-224, ejercicios 9F, 9G pp. 222-223
(also see 11.7 pp. 274-276, ejercicio 11M, p. 277, ejercicio 11N pp. 277-278)

All students should know by this time where they are going to complete their service learning (SL) final project. Before starting your SL, please read again lesson 15 on cultural competency/cross-cultural communication pp. 349-368. Also see Appendix C (of your textbook) for useful documents and forms, and lists of questions and vocab. to help you communicate with your Spanish-speaking patients.

Service Learning: Instructions, guidelines and rubric posted on Blackboard

5-13 SPRING RECESS

- 14 **En clase:** Review tarea
Digital material: “Mi rutina diaria” and “la rutina diaria del paciente”
Situation/Case Study #5 is due
- Tarea para la próxima clase:**
Vocabulary: Cita con dentistas y especialistas (oftalmólogo, dermatólogo – see list of other specialists on p. 41 of your textbook); at the pharmacy pp. 228-234.
Gramática: **tener que/necesitar, es necesario, hay que** p. 224, ejercicio 9H pp. 225-226.

- 16 **En la clase:** Review tarea
Digital material: dentista, oncólogo, cardiólogo y otros especialistas
- Tarea para la próxima clase:**
Lección 10 - Estudiar verbs: **preguntar, pedir, conocer, saber** pp. 236-239; ejercicios 10B, 10C, 10D. Possessive pronouns pp. 239-241, ejercicio 10F.
Another future tense and irregular future forms pp. 242-243, ejercicio 10I
- 21 **En clase:** Repasar tarea
Digital material: “el futuro de la medicina y la tecnología”
- Tarea para la próxima clase:**
Estudiar el presente y pasado progresivo pp. 243-244, ejercicio 10J
Estudiar participios presentes irregulares pp. 245, “acabar de...” pp. 245-246
Vocabulario: STDs (enfermedades venéreas) p. 246. Read diálogo 10.7 pp. 247-248
- 23 **En clase:** Repasar tarea
Digital material: STDs o enfermedades venéreas.
Situation/Case Study #6 is due
- Tarea para la próxima clase:**
Gramática: estudiar tiempos del presente y pasado perfecto pp. 248-249, irregular forms p. 250. Ejercicios 10K-10M pp. 250-251.
Estudiar “por” v. “para” pp. 251-253, Tú commands pp. 254-255, ejercicios 10P and 10Q
- 24-27 EASTER RECESS**
- 28 **En la clase:** Repasar tarea
Digital material: “¿Qué han hecho los pacientes? ¿Dónde había estado el paciente antes de llegar al hospital?”
- Tarea para la próxima clase:**
Lección 11 - vocabulario y actividad: Obesidad infantil “un niño que necesita bajar de peso” and diálogo pp. 262-264.
Gramática: estudiar el condicional pp. 258-261, ejercicios 11A-11F. Estudiar the imperfect tense (imperfecto) pp. 264-267, ejercicios 11H and 11I. The irregular imperfect p. 268-269, ejercicio 11J.
- 30 **En clase:** Repasar tarea
Two past tenses: Preterite vs. Imperfect (instructor’s handouts)
- Digital material: “Narración y descripción de mi accidente”

Tarea para la próxima clase:

Lección 12 - Gramática: estudiar present subjunctive pp. 284-285, 288-289

Ejercicios 12A to 12G pp. 284-287.

Vocabulary and dialogue: 11.4 “instrucciones prenatales” p. 270, “Un parto” p. 278, “Una visita posparto” pp. 290, ejercicios 12I, 12J pp. 290-291.

Abril**4 En clase:** Repasar tarea (subjuntivo)

Digital material: “Consejos y recomendaciones”

“un parto” (see vocab. p. 278 of your textbook) y una visita “posparto”

Take-home Project 2 due**Tarea para la próxima clase:**

Gramática – El imperfecto de subjuntivo pp. 291-293, 295, ejercicios 12K-12P pp.

292-295, 12Q-12S pp. 296-297. Condicional e imperfect pp. 299-300, ejercicio 12V.

Vocabulary “un paciente con alta presión (o hipertensión) pp. 298-299

6 En clase: Repasar tarea

Digital material: “Casos de hipertensión en la comunidad hispana”

Tarea para la próxima clase:

Lección 13 – Gramática: present perfect subjunctive pp. 303, ejercicios 13A- 13C pp. 304-305.

Pluperfect subjunctive pp.305-306, ejercicios 13E-13G pp. 306-308, p. 311, ejercicio 13I, 13M pp. 312-313. Optional: 13J-13L pp. 312-313.

11 En clase: Repasar tarea. Selected exercises**Tarea para la próxima clase:**

Planificación familiar (instructor’s handouts)

“Instructions for taking birth control pills” and dialogues pp. 314-316.

✓ A quick review of all verbs tenses pp. 316-318

Remember to read again lesson 15 on cultural competency/cross-cultural communication pp. 349-368. Also see Appendix C (of your textbook) for useful documents and forms, and lists of questions and vocab. to help you communicate with your Spanish-speaking patients.

13 En clase: Repasar tarea

Digital material: “embarazos entre adolescentes hispanas”

18 **Final project due** (student-created digital stories based on their service learning experience)

20 **Final project due** (student-created digital stories based on their service learning experience)

25 **Final project due** (student-created digital stories based on their service learning experience)

Homework due: tarea folder and textbook exercises

27 **Final project due** (student-created digital stories based on their service learning experience)

Homework due: tarea folder and textbook exercises