

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

SPAN 2251: *Intermediate Healthcare Spanish I*

Professor: *Bibiana Díaz* **Quarter/Year:** Fall 2023

Class time: Online

Office: UH 201 - 29

Office Hours: *On campus: T- 2:00- 4 p.m at UH 201 – 29*

TH- 2:00- 3 p.m by zoom ID: 9493317608

Zoom: <https://csusb.zoom.us/j/89528462619> *Links to an external site.*

E-mail: bidiaz@csusb.edu

Course Description

Spanish 2251 is the first course in an intermediate-level sequence specifically designed for those interested in Healthcare Spanish. The course develops the student's oral and written Spanish language skills, as well as knowledge of Hispanic cultures with particular attention placed on healthcare related vocabulary, concepts, and situations. The course will review grammar and explore elements of Hispanic cultures as pertinent to healthcare and related fields through oral and written communication. The main goal of this course is for students to develop communicative competence in the Spanish language as needed to interact in healthcare situations. Spanish is the primary language to be used.

Note: This is an online course taught via Canvas. This means that you will interact with the professor and your classmates mostly via Canvas. Make sure to check your e-mails and Canvas several times a week for updates, assignments, exams, live sessions via Canvas Collaborate, zoom, and announcements. If you wish to practice your Spanish in person, tutors are available in the Multimedia Language Center UH-007 (please check the tutoring schedule).

Objectives

- 1) To develop the students' communicative competence in Spanish as pertinent to healthcare and related fields
- 2) To help with the development of the students' linguistic abilities in the written and oral areas of the Spanish language
- 3) To increase the students' interest in and awareness of Hispanic cultures
- 4) To develop the students' communicative competence in Spanish as pertinent to healthcare and related fields
- 5) Interpret patient medical history in Spanish
- 6) Practice (simulate) patient-doctor interactions in Spanish
- 7) Translate vocabulary from Spanish to English and vice versa
- 8) Recognize cultural differences in patient-doctor interactions in US and Hispanic Cultures
- 9) Apply Spanish vocabulary related to emergency room scenarios
- 10) To help with the development of the students' linguistic abilities in the written and oral Spanish
- 11) To increase the students' interest in and awareness of Hispanic cultures

Prerequisite

The prerequisite for this course is Spanish 1112 or equivalent. Quarter Prerequisite: SPAN 103 or equivalent.

Textbook and Materials *Spanish for Healthcare & Related Fields*. Cabrera, Julieta; Fiallo, Carolina; Gracier, Mary Esther; Scorza, Carolina. (Guidance Jany, Carmen and Mayberry, María) On line, 2015. Free access through Canvas link.

- PowerPoint presentations
- Links to Videos on line
- Optional practice: *Tell me more* software (found in the Multimedia Language Center in UH-007)

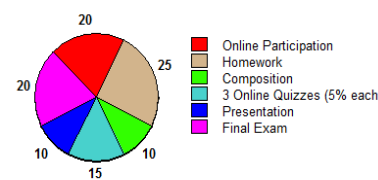
Grading Scale

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

Course requirements

Online Participation (Discussions, blog entries, Self-assessments, other tasks such as individuals and group activities)	25 %
Homework	20 %
Composition	10 %
3 Online Quizzes (5% each)	15 %
Presentation	10 %
Final Exam	20 %
Total	100%

Course requirements SPAN 2251



*Please note: No late work will be accepted unless there is a valid and documented excuse that prevents the student from submitting an assignment, taking a quiz, or giving a presentation.

There will be more detailed instructions on the “welcome video”

Online Participation (25%)

Regular online participation is mandatory. Each week will have its own theme; the course is fast-paced and new material is introduced in almost every class session. There will be two class sessions (folders with activities) scheduled for each week. Since this is an online course, participation takes place in the form of online discussions and other interactive tasks as indicated on Canvas. Throughout the semester, and when prompted by the professor, you will participate in 5 online discussions or blog entries (Located under link “Discussions/blogs” on the main menu) each intervention must be a well-structured and thought-out response (min of 150 words—approx. 2 paragraphs) to the each prompt. While you must respond directly to the professor’s prompt, you may also reference your colleagues’ entries (at least 1). You will also be required to participate in other online activities, such as videos responses or vocabulary identification. Active participation in class discussions and group activities is expected from each student in order to earn a good participation grade in this class. You will need to complete each week’s activities by Thursday at Midnight.

For your first assignment, you will be tasked with creating a video intro to yourself. Let your classmates and I know a little bit about yourself. Where did you grow up? What are your favorite hobbies? Why are interested in learning Spanish? And why take healthcare Spanish specifically? Why do you want to gain the certificate? What do you expect to learn from the class?

Please speak loud and clear. **You will do this trough a Go-react assignment.**

Homework (20% - 5% for each chapter)

Each textbook chapter comes with accompanying exercises. You will need to turn in these exercises either typed in a word doc or as a scanned PDF document (all exercises in ONE scanned PDF file) by the given due date at 8pm. If you choose to type you may answer it without rewriting the question. The exception to this is “fill in the blank,” in which case you need to type the complete sentence and underline the response. Please remember also, to identify the assignment and chapter. No late work will be accepted.

All the Homework will be submitted through the “Homework/Assignments” link in the main left-hand menu of the course. To be graded, you need to turn in all your homework in one whole document containing all the activities, including those from the Grammar section of the book. Each activity must be labeled by its specific number as well as by its corresponding page number. Even if a particular activity entails collaborative group work, each individual student submission must still include a copy of said work along with names of all the group members for said activity. All the homework is due on the Homework due date listed on the Course Calendar within the syllabus.

As soon as you can, please connect with at least 3 of your classmates; this will help you to create a better relationship and a functional “Buddy system” for the group activities. Remember that the book activities are only meant as linguistic practices, and so you are not required, at any point, to provide factual personal information in your responses to the activities. You may well respond with the information pertaining to your favorite characters or celebrities: James Bond, Taylor Swift or Tom Cruise, perhaps?

When do we complete the Discussions or blog entries?

Some Thursdays you are also required to complete a blog entry; Go to the "Discussions" link in the main left-hand menu of the course more details. Throughout the semester, and when prompted by the professor, you will participate in 4 online discussions posted through the Discussion link. Each intervention must be a well-structured and thought-out response (min of 150 words—approx. 2 paragraphs) to the each prompt. (Go to Course Calendar in the syllabus to check the online discussions due dates). For each of these online components, furthermore, you must also, additionally, make 1 response to a fellow student from the class (so... 4 comments in total). When you do so, provide constructive feedback, delve deeper into one of the points your colleague has explored, and/or suggests further direction of inquiry.

Composition (10%)

You will write a 1.5 page composition in Spanish. (See the weekly schedule for the due date) You will have the opportunity to choose between three topics provided by the instructor. You will upload it through Turn it in assignment located under the link “composition” on the main menu. You will correct the first version and re submit it again. The final grade will be the result of the two grades assigned. Late work will not be accepted. The following is the rubric for the composition:

Contenido 25%	
Organización 25%	
Fluidez 25%	
Gramática 25%	
TOTAL:	

Online Quizzes (15%; 5% each)

At the end of first three chapters there will be a chapter quiz you will take online using Canvas during an assigned day/time. You will have a small window of time (a number of hours during a particular day) to take the quizzes. You will have a set time to complete the quiz once you start taking it. There will be no make-ups.

Presentation (10%)

You will prepare a brief (10-12 slides) PowerPoint presentation in Spanish about a cultural topic as it relates to Hispanic cultures. Your presentation must include you audio and at least 2 discussion questions at the end. You will then post the presentation on Canvas and lead a discussion on the Discussion Board. You will be graded on your presentation and discussion. Presentations will be scheduled for week 9. If you do not know how to insert audio in the PowerPoint, you can record your voice via your cell phone or computers and upload the audio file separately. keep in mind that you may not read; even if I am not seeing you present, I have developed the ability (special powers ☺) to detect if you are reading solely by listening to your voice; so be a good sport and please strive to make your speech fluid, spontaneous and spectacular! More detailed instructions will be given on Canvas.

Final Exam (20%)

This exam will be cumulative.

MMLC Services - *Optional practice: Tell me more/Lab attendance*

At the Multimedia Language Center, students can explore various available software applications to practice Spanish, watch videos, print out your online book materials, etc.

If you have never used this lab before, you must receive an orientation before using it for the first time. If your instructor does not schedule an orientation for the entire class, you will need to go to the lab and sign up for an orientation. Lab assistants will instruct you when you first come on to use the Tell me more software.

Please check the updated lab hours online http://flan.csusb.edu/MLC/mlc_home.htm before you go. Lab hours vary and are posted on the door of the lab. The student must turn in his/her CSUSB I.D. card at each check-in.

Course Technology Tools

Students must be able to watch videos in YouTube, open PowerPoint presentations and read PDF files. You can download Adobe Reader for free at <https://get.adobe.com/reader/>.

To obtain or update some software you can go to the ACRC [Assistive Computing Resource Center](#) website, which provides assistive technology software and hardware to students, and many of them can be downloaded for free.

Campus Academic Support

You can visit the J. PFAU library website at <http://lib.csusb.edu/findResources/index.html>

Spanish Tutors are located at the Language Lab http://flan.csusb.edu/MLC/mlc_home.htm, please check the updated lab hours online before you go. **Lab opening hours** vary and are posted at the door of the lab.

Student Resources Virtual-learning

<https://www.csusb.edu/its/support/student-resources-virtual-learning>

Academic Honesty

Students are expected to maintain high standards at CSUSB. Cheating is not tolerated on either exams or homework. Anyone caught cheating, copying from others, or allowing others to copy their work is subject to receiving an “F”.

Plagiarism and cheating will not be tolerated

Plagiarism is the presentation as one’s own, the ideas and writing of another. Plagiarism is academically dishonest and subjects the offending student to penalties up to and including expulsion. Students must make appropriate acknowledgements of the original source where material written or compiled by another is used. Plagiarism and cheating are violations of the Student Discipline Code (see Bulletin of Courses) and may be dealt with by both the instructor and the Judicial Affairs’ Officer. Procedures for addressing cheating and plagiarism are found in the Bulletin. Questions about academic dishonesty and the policy should be addressed to the Office of the Vice President, Student Services.

Students with disabilities

If you are in need of an accommodation for a disability in order to participate in this class, please let me know as soon as possible and also contact the Services to Students with Disabilities office at CSUSB- UH-183, (909) 537-5238.

Palm Desert Campus:

Services to Students with Disabilities at the Palm Desert Campus at 760-341-2883 ext. 78117, ssd@csusb.edu

If you require assistance in the event of an emergency, you are advised to establish a buddy system with a buddy and an alternate buddy in the class. Individuals with disabilities should prepare for an emergency ahead of time by instructing a classmate and the instructor.

If you require assistance in the event of an emergency, you are advised to establish a buddy system with a buddy and an alternate buddy in the class. Individuals with disabilities should prepare for an emergency ahead of time by instructing a classmate and the instructor.

Respect Diversity

The materials and texts used in this class have been chosen with criteria focused on pedagogical purposes. Said criteria is in accordance with the pedagogical objectives of this particular class and with the diversity principles of CSUSB. The contents expressed in these materials do not necessarily reflect the opinion of this instructor but have been selected to be analyzed critically. In the event that a student feels offended by the content of a teaching material, please, let the professor know immediately. I will personally listen to your opinions, comments, and suggestions. This way, we can agree on how to proceed with the matter. The goal is to make even this experience one more element in our critical dialogue about the class materials and the cultures in which they are generated and incorporated here in the classroom.

If at any point you find yourself feeling uncomfortable or offended, here is a useful sequence to follow:

- Reflection: Ask yourself if there may be another reading of the text, artwork, or professor comment that is not offensive or discomfoting; reflection may provide you with a new perspective that you had not thought of before.
- Discussion: Ask your professor to explain the context of the material/comment, and express your feelings about the issue. It’s an ethnically rich and diverse, multi-cultural world in which we live. Please do not use language that is—or that could be construed to be—offensive toward others. Racist, sexist, and homophobic comments and jokes are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and age.

Online Etiquette instructions

Participate: This is a shared learning environment. No lurking in the cyberspace background. It is not enough to login and read the discussion thread of others. For the maximum benefit to all, everyone must contribute.

Be Patient: Read everything in the discussion thread before replying. This will help you avoid repeating something someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don't.

Emoticons and Texting: Social networking and text messaging has spawned a body of linguistic shortcuts that are not part of the academic dialogue. Please refrain from "LOL's."

Respect Diversity: It's an ethnically rich and diverse, multi-cultural world in which we live. Use no language that is—or that could be construed to be—offensive toward others. Racist, sexist, and homophobic comments and jokes are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and age.

No YELLING! Beware of the electronic footprint you leave behind. Using bold upper-case letters is bad form, like stomping around and yelling at somebody.

No Flaming! Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment requires proper language.

Problems or grievances: Any problems or grievances concerning the class should be referred first to the instructor. Next, you can contact the Healthcare Spanish coordinator at cjany@csusb.edu or (909) 537-7386.

Recommended Dictionaries

<http://www.rae.es>

Pequeño Larousse Ilustrado (u otro diccionario español-español)

Recommended additional sites

<https://www.nlm.nih.gov/medlineplus/spanish/medlineplus.html>

https://www.nlm.nih.gov/medlineplus/spanish/ency/encyclopedia_E.htm

<http://www.cdc.gov/spanish/>

You will find many more under the link "Materiales suplementarios".

COURSE CALENDAR (subject to change by the professor)

Week 1:

Day 1 Introduction to course, Video presentations. Join Slack app.
Thursday Chapter 1: Meeting the patient/client.
August 24 **Gramática:** 1.1 El género de los artículos definidos e indefinidos

Week 2:

Day 1 Chapter 1: Meeting the patient/client
Tuesday **Gramática:** 1.2 El presente de indicativo y presente de subjuntivo.
August 29

Day 2 Chapter 1: Meeting the patient/client.
Thursday **Gramática:** 1.3 Diferencia entre ser, estar, haber y tener. **Go react Intro video due.**
August 31 Go to assignments. **Online discussion #1 due.**

Week 3:

Day 1 Chapter 1/review. **Homework 1 due.**

September 5

Day 2 **Quiz 1.** Chapter 2: Emergency room/critical care.

September 7 **Gramática:** 2.1 ¿Cuánto tiempo hace que...?
2.2 Hablar del futuro: ir a + infinitive.

Week 4:

Day 1 Chapter 2: Emergency room/critical care.

September 12 **Gramática:** 2.3 Narraciones en el pasado: pretérito e Imperfecto

Day 2 Chapter 2: Emergency room/critical care.

September 14 **Gramática:** 2.4 Narraciones en el pasado: presente perfecto. **Online discussion #2**

Week 5:

Day 1 Chapter 2: Emergency room/critical care.

September 19 **Gramática:** 2.5 Narraciones en el pasado: pluscuamperfecto [for recognition only]
2.6 Expresiones indefinidas y negativas

Day 2 Chapter 2/review. **Homework 2 due.**

September 21

Week 6:

Day 1 Chapter 3: Mental health.

September 26 **Gramática:** 3.1 Modo: indicativo y subjuntivo

Day 2 Chapter 3: Mental health. **First composition due.**

September 28 **Gramática:** 4.1 Presente perfecto y participio pasado (pag. 84)

Week 7:

Day 1 Chapter 3: Mental health.

October 3 **Gramática:** 3.2 Tiempos perfectos: indicativo

Day 2 Chapter 3: Mental health.

October 5 **Gramática:** 3.3 Tiempos perfectos: subjuntivo. **Online discussion #3 due**

Week 8:

Day 1 Chapter 3/review. **Quiz 2. Homework 3 due.**

October 10

Day 2 Chapter 3: Mental health. **Revised version of the Composition due.**

October 12 **Gramática:** 3.4 Mandatos formales e informales
3.5 Saber y conocer

Week 9:

Day 1 Chapter 4: Injuries.

October 14 **Gramática:** 4.2 Se reflexivo y se impersonal.

Day 2 Chapter 4: Injuries. **Online discussion #4 due.**

October 19

Week 10:

Day 1 Chapter 4: Injuries
October 24 **Gramática:** 4.4 Verbos reflexivos
Day 2 Chapter 4: Injuries. **Homework 4 due.**
October 26

Week 11:

Day 1 Powerpoint presentations, and discussion.
Tuesday Chapter 5: La planificación familiar y la salud sexual
October 31 **Gramática:** 5.1 Pronombres de complemento directo
Day 2 Chapter 5: La planificación familiar y la salud sexual
Thursday **Gramática:** 5.2 Pronombres de complemento indirecto
November 2 Online discussion due. Go to blogs in tools for further directions.

Week 12:

Day 1 Chapter 5: La planificación familiar y la salud sexual
Tuesday **Gramática:** 5.3 Verbos como gustar; 5.4 El futuro & el condicional
November 7

Day 2 Chapter 5: La planificación familiar y la salud sexual
Thursday **Gramática:** 5.4 El futuro & el condicional
November 9

Week 13:

Day 1
Tuesday **Online discussion #5 due.** Chapter 5/review.
November 14

Day 2
Thursday **Homework 5 due. Quiz 3.**
November 16

Week 14:

Day 1 Chapter 6: Visitas al pediatra
Tuesday **Gramática:** 6.1 Repaso del objeto indirecto
November 21 6.2 Repaso de pronombres dobles

Day 2 **HOLIDAY THANKSGIVINGS**
Thursday
November 23 .

Week 15:

Day 1 Chapter 6: Visitas al pediatra
Tuesday **Gramática:** 6.3 Repaso del imperativo
November 28

Day 2 Chapter 6: Visitas al pediatra/review.
Thursday **Gramática:** 6.4 Futuro simple
November 30 6.5 Futuro simple vs. futuro perifrástico. **Homework 6 due.**

Week 16:

Day 1 Chapter 6: Visitas al pediatra

Tuesday **Gramática:** 6.6 Condicional

December 5 **Presentations due.**

Day 2 Chapter 6: Visitas al pediatra/review.

Thursday **Gramática:** 6.7 Pronombres de objeto de preposición.

December 7

Examen final December 12th.