

# CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

## SPAN 2252: *Intermediate Healthcare Spanish II*

**Professor:** *Bibiana Diaz*

**Quarter/Year:** Spring 22

**Class time:** Online

**Class location:** Online

**Office:** UH 201-29

### ***When do we have office hours?***

**Office Hours:** Online Tuesdays 2 pm and by email.

**E-mail:** Bidiaz@csusb.edu

### **Course Description**

Second course in an intermediate-level sequence in Healthcare Spanish. Develops students' oral and written Spanish language skills, as well as knowledge of cultures with particular attention to healthcare related vocabulary, concepts, and situations. This writing-intensive course requires weekly written assignments and discussion. At the end of this course, students take the Junior Spanish Skills Assessment Exam to successfully enroll in Upper Division Spanish Language Courses. Formerly SPAN 253. Semester Prerequisite: Spanish 2111 or 2251. Quarter Prerequisite: SPAN 251 or equivalent.

**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, 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 develop 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 students' communicative competence in Spanish as pertinent to healthcare and related fields
- 5) Interpret patient medical history in Spanish
- 6) Conduct (simulate) patient-doctor interactions in Spanish
- 7) Translate vocabulary from a patient from Spanish to English and vice versa
- 8) Recognize cultural differences in the patient-doctor interactions between the US and Hispanic Cultures
- 9) Apply Spanish vocabulary related to emergency room scenarios.

### **Textbook and Materials**

- *Spanish for Healthcare & Related Fields*. Cabrera, Julieta; Fiallo, Carolina; Gracier, Maryesther; Scorza, Carolina. (Guidance Jany, Carmen and Mayberry, María) On line, 2015. Free access through Canvas link. Chapters 7 through 12.
- PowerPoint presentations
- Links to Videos on line

- Optional practice: *Tell me more* software (found in the Multimedia Language Center in UH-007)

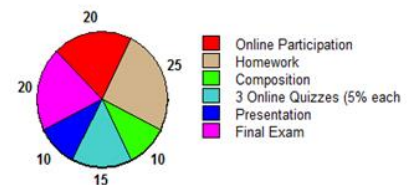
### Grading Scale

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, Self-assessments, Other tasks such as individuals and group activities)	20 %
Homework	25 %
Composition	10 %
3 Online Quizzes (5 % each)	15 %
Presentation	10 %
Final Exam	20 %
<b>Total</b>	<b>100%</b>

Course requirements SPAN 2251



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

### Online Participation (20%)

Regular online participation is mandatory. Though each week will also 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 4 online discussions. Each intervention must be well-structured and thought-out responses (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) per Online discussion.

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. Classwork missed cannot be made up, so you must complete the work in the week being assigned.

### What is your first assignment ?

Let's create a video introducing yourselves. 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? ..etc What do you expect to learn from the class? And what are the difficulties you have when you try to talk or write in Spanish?

For those of you that already made a video in Spanish 2251, you could add some good tips or some piece of advice to your new classmates about how can they succeed in this class.

Please speak loud and clear. You will do this through a Go-react assignment. En el link "Assignments" (Canvas)

### **Homework (25%)**

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 Midnight. No late work will be accepted.

All the Homework will be submitted through the “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 at the end of each chapter. 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 Justin Beaver, perhaps?

### **When do we complete the Discussions or blog entries?**

Some Thursdays you are also required to complete a Blog entry; Go to the "Blogs" link in the main left-hand menu of the course or to tools blogs for 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. The students will have the opportunity to choose between three topics provided by the instructor. The following is the rubric to the composition:

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

### **Online Quizzes (20%; 5% each)**

#### **When do we have quizzes?**

At the end of the 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 link. You will be graded on your presentation and discussion. In order to get a full score, you need to participate on another peer's presentation questions or comments. Presentations will be scheduled for week 15. 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](http://flan.csusb.edu/MLC/mlc_home.htm) before you go. Lab opening 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>

And the Spanish Tutors located at the Language Lab [http://flan.csusb.edu/MLC/mlc\\_home.htm](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.

## **Plagiarism**

Plagiarism is the presentation as one's own, the ideas and writing of another. Plagiarism is academically dishonest and subjects the offending students 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 inform the instructor as soon as possible, and also contact the Services to Students with Disabilities Offices at 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](mailto: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.

## **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 smile emoticon faces and c u l8r or 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. Racists, sexist, and heterosexist comments and jokes are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and age.

*No YELLING!* Step carefully. Beware 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 expects higher-order language.

## **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 discomforting; 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.

**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](mailto:cjany@csusb.edu) or 537-7386. If the problem cannot be solved with the instructor and the coordinator, please contact the Department Chair at 537-5849.

### **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](https://www.nlm.nih.gov/medlineplus/spanish/ency/encyclopedia_E.htm)

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

## COURSE CALENDAR (subject to modifications by the professor, if needed)

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### **Week 1:**

**Day 1** Introduction to course, organization of powerpoint presentations, and discussion.  
Tuesday Jan. 25

**Day 2** Chapter 7: El estilo de vida saludable y la prevención de las enfermedades  
Thursday **Gramática:** 7.1 La a personal  
Jan. 27

### **Week 2:**

**Day 1** Chapter 7: El estilo de vida saludable y la prevención de las enfermedades  
Tuesday Feb. 1st. **Gramática:** 7.2 las conjunciones **Video intro due.**

**Day 2** Chapter 7: El estilo de vida saludable y la prevención de las enfermedades  
Thursday Feb. 3rd. **Gramática:** 7.2 Subjuntivo en cláusulas adverbiales.

### **Week 3:**

Chapter 7: El estilo de vida saludable y la prevención de las enfermedades

**Day 1** **Gramática:** 7.3 subjuntivo en Cláusulas adjetivales  
Tuesday

**Day 2** **Quiz 1 Homework 1 due.** (Capítulo 7. Incluir todos los ejercicios de gramática al  
Thursday final del capítulo también.)

### **Week 4:**

**Day 1** **Capítulo 8 Cuidados en la etapa terminal**  
Tuesday **Gramática:** 8.1 Repaso: Presente del subjuntivo

**Day 2** **Capítulo 8 Cuidados en la etapa terminal**  
Thursday **Gramática:** 8.2 Repaso: pasado del Subjuntivo **Online discussion 1 due.** Go  
Discussions link for further directions.

### **Week 5:**

**Day 1** Chapter 8: Cuidados en la etapa terminal  
Tuesday **Gramática:** 8.3 Hipótesis

**Day 2**  
Thursday Repaso: Tiempos del subjuntivo. **Homework 2 due. Online Composition due.**

**Week 7:**

Tuesday Chapter 9: La Geriatria  
**Gramática:** 9.1 El imperfecto de Subjuntivo: en las cláusulas nominales y adjetivales

**Day 2**  
Thursday Chapter 9: La Geriatria  
**Gramática:** 9.1 El imperfecto de Subjuntivo: en las cláusulas nominales y adjetivales

**Week 8:**

**Day 1**  
Tuesday Chapter 9: La Geriatria  
**Gramática:** 9.2 El imperfecto de Subjuntivo: en la cláusulas adverbiales

**Day 2**  
Thursday Chapter 9: La Geriatria  
**Gramática:** 9.3 El imperfecto de Subjuntivo: en la cláusulas principales.  
**Homework 3 due.** Go Discussions link for further directions.

**Week 9:**

**Day 1**  
Tuesday Chapter 10  
**Gramática:** 10.1 Repaso presente simple. **Quiz 2**

**Day 2**  
Thursday Chapter 10  
**Gramática:** 10.2 Presente progresivo. 10.3 Repaso: Condicional **Online revised Composition due.**

**Week 10:**

**Spring Break**

**Week 11:**

**Day 1**  
Tuesday Chapter 10  
**Gramática:** 10. 4 Repaso futuro Perifrástico.

**Day 2**  
Thursday **Gramática:** 10.5 Futuro de Probabilidad **Hwk 4 due. Online discussion 2 due.**

**Week 12:**

**Day 1**  
Tuesday Chapter 11: La salud en la comunidad  
**Gramática:** 11.1 El futuro

**Day 2**  
Thursday Chapter 11: La salud en la comunidad. **Online discussion 3 due.**  
**Gramática:** 11.2 Condicional

**Week 13:**

**Day 1**  
Tuesday Chapter 11: La salud en la comunidad  
**Gramática:** 11.3 Repaso: los mandatos. **Escribir tu tema para la Presentación final en el google doc.**

**Day 2**  
**Quiz 3 Homework 5 due.**



Thursday

**Week 14:**

**Day 1**

Tuesday

Chapter 12: Otros temas de salud

**Gramática:** 12.1 Repaso del imperativo.

**Day 2**

Thursday

Chapter 12: Otros temas de salud

**Gramática:** 12.2 Pronombres de objeto de preposición **Online discussion 4 due.**

**Week 15:**

**Day 1**

Tuesday

Chapter 12: Otros temas de salud

**Gramática:** 12.3 Por y para

**Day 2**

Thursday

Chapter 12: Otros temas de salud

**Gramática:** 12.4 Preguntas abiertas y cerradas ( No homework due for chapter 12)

**Week 16:**

**Day 1**

Tuesday

Chapter 12: Otros temas de salud

**Presentación final.**

**Day 2**

Thursday

Chapter 12: Otros temas de salud

**Gramática:** Study for the final. Review Powerpoint.

Final EXAM Accumulative on Thursday May 19