## **California State University, San Bernardino**

### **Spanish 2252: Intermediate Healthcare Spanish II**

# Adapted syllabus (updates highlighted)

Professor:

Class time: Online

Office:

Semester:

Email:

### **Course Description:**

Spanish 2252 is the second course in an intermediate-level sequence specifically designed for Healthcare Spanish. The course develops students’ oral and written Spanish language skills, as well as knowledge of Hispanic cultures with particular attention to 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 and related fields. 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 via Canvas. Make sure to check your e-mails and Canvas several times a week for updates, assignments, exams 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).

## **STUDENT LEARNING OUTCOMES**

The following refer to **three modes of communication**: interpersonal, interpretive, presentational, as well as to the ACTFL level of **Intermediate Low** (www.actfl.org)

Upon successful completion of this course, you will be able to:

1. **Demonstrate** effective use of written Spanish in a variety of situations related to Healthcare and general professional settings (*as evidenced by your ability to complete written assignments and to write reports in Spanish*).

2. **Interpret** written Spanish from a variety of sources related to Healthcare and general professional settings. (*as evidenced by your ability to complete assignments and discuss topics based on written input in Spanish*).

3. **Demonstrate** effective use of spoken Spanish in a variety of situations related to Healthcare and general professional settings (*as evidenced by your ability to complete oral assignments and deliver an oral presentation in Spanish*).

4. **Interpret** spoken Spanish in a variety of situations related to Healthcare and general professional settings (*as evidenced by your ability to complete assignments and discuss topics based on oral input in Spanish*).

5. **Identify** social and cultural factors (such as cultural practices, beliefs, and behaviors) that influence the communication between healthcare and other professionals and Hispanics and between (*as evidenced by your ability to contribute to relevant discussions of case studies and culture topics in Spanish*).

5. **Evaluate** diverse perspectives available through Hispanic cultures as related to Healthcare and general professional settings (*as evidenced by your ability to explore the perspectives, products, and practices of Hispanic cultures through comparisons to your own*).

### **Prerequisite:**

The prerequisite for this course is Spanish 1112/ 2251 or equivalent.

### **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 Blackboard link. Chapters 1 through 4.
* PowerPoint presentations
* Links to Videos on line
* Optional practice:*Tell me more* software (found in the Multimedia Language Center in UH-007)

### **Course Requirements:**

* Online Participation (Discussions, Self-assessments, etc.) -- 15%
* Homework -- 15%
* Composition -- 10%
* Online Quizzes -- 30%
* Presentation -- 10%
* Final Exam -- 20%

Please note that 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. **ALL MODULES WILL BE PUBLISHED ON SATURDAY'S AND YOU WILL HAVE ALL WEEK TO COMPLETE THE ASSIGNMENTS. HOWEVER ALL ASSIGNMENTS WILL BE DUE ON FRIDAY'S BY 11:59PM.**

### **Method of evaluation and grade distribution:**

#### **Online Participation/ Homework/ Discussions – 30%**

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. 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 6 online discussions, interventions must be well-structured and thought-out responses (min of 150 words—approx. 2 paragraphs) to each prompt. While you must respond directly to the professor’s prompt, you may also reference your colleagues’ entries (at least 1). The remaining intervention must be carried out in an audio/visual manner.

You have two options; you may create either a sound file with only your voice OR a video file, in length from 2-3 minutes to discussion responses. If you choose to do the voice only option, keep in mind that you may not read. This goes for presentations of even your responses to classmates discussions. Remember 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!

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

Each textbook chapter comes with accompanying exercises. You will need to turn in these exercises via the 'text entry' option in the assignments. You will also be doing your "Vocabulary Assignments" that will now be automatically graded. In Spanish 2251 taken in the Spring of 2022 you were used to uploading a word document for your assignments. This semester is going to flow differently. Each module will have a Module Overview with a video by yours' truly (me) explaining to you the different ways to turn in these assignments.

**Please note that each module is to be completed by FRIDAY at midnight of that week All online activities have a DUE DATE and no late work is accepted!**

#### **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. Late work will not be accepted.

#### **Online Quizzes – 30%**

At the end of each chapter 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%**

Your presentation, worth 10% of the final grade, entails a crafting of a brief (8-10 slide) PPT presentation, Prezi or a Keynote in Spanish about a cultural topic as it relates to the world of medicine.  The instructor will provide details later.

Note: Your PPT presentation must include at least 2 discussion questions to stimulate discussion. This will be posted under the discussions tab because students will have to comment and stimulate a discussion in regards to your topic.

#### **Final Exam – 20%**

This exam will be cumulative and consist of a written and an oral part. The completed exam must be submitted during the assigned date and time. For the oral part of the exam, students must record themselves via their cell-phones or personal computers and thereafter, post the video on Canvas.  The students must face the camera at all times, and the videos themselves must be between 2 and 3 minutes in extension. Students unsure about the technology necessary to create a video are encouraged to visit the [ACRC Assistive Computing Resource Center](http://acm.csusb.edu/services/acrc/), which provides assistive technology software and hardware to students.

Grades by Percentages

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

### **Course Technology Tools**

Students must be able to watch videos in Youtube, open PowerPoint presentations and read PDF files. You can download [Adobe Reader (Links to an external site.)](https://get.adobe.com/reader/) for free.

To obtain or update some software you can go to the ACRC [Assistive Computing Resource Center (Links to an external site.)](http://acm.csusb.edu/services/acrc/) website, which provides assistive technology software and hardware to students, and many of them can be downloaded for free.

I have also created a Module titled **Resources** where you will find Canvas Help, Support and Training.

### **Plagiarism and Cheating**

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](https://www.csusb.edu/trc/teaching-tips/plagiarism-academic-ethics) 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](https://www.csusb.edu/ssd) Offices at UH-183, (909) 537-5238.

### **Netiquette**

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.

**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. If the problem cannot be solved with the instructor and the coordinator, please contact the Department Chair at 909-537-5849.

## COURSE CALENDAR

| Week | Module  | Topics and Grammar | Due date  |
| --- | --- | --- | --- |
| 1 | Mod 1 | Chapter 7 |  |
| 2 | Mod 1 | Chapter 7 |  |
| 3 | Mod 1 | Chapter 7* Email Writing: This includes using common greetings and closings, along with polite phrases to maintain professionalism. Students could learn to say “Following up on my last message…” and “Please let me know if you need further details.”
 |  |
| 4 | Mod 2 | Chapter 8 |  |
| 5 | Mod 2 | Chapter 8 |  |
| 6 | Mod 2 | Chapter 8* Phone Conversations: Covering the basics of making a good impression over the phone, students could practice phrases like, “I’m calling regarding…” and “Could you please hold?” to ensure clear communication.
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| 7 | Mod 3 | Chapter 9 |  |
| 8 | Mod 3 | Chapter 9 |  |
| 9 | Mod 3 | Chapter 9* Scheduling Meetings: Students could learn how to set up meetings effectively in Spanish, using expressions like “What time works best for you?” and “Can we reschedule?”
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| 10 | Mod 4 | **Chapter 10** |  |
| 11 | Mod 4 | **Chapter 10** |  |
| 12 | Mod 4 | **Chapter 10** * Cultural aspects: The cultural importance of the city main square (la plaza mayor) for business and development
 |  |
| 13 | Mod 5 | Chapters 11/12 |  |
| 14 | Mod 5 | Chapters 11/12 |  |
| 15 | Mod 5Research Project | Chapters 11/12* Video Conference Etiquette: It would be good to cover introductions and maintaining focus during virtual meetings, with phrases such as “Let’s take turns” and “I believe you’re on mute.”
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| **Final exam:**  |