

**The Lincoln University**  
**Department of Languages & Literature**

<b>COURSE TITLE:</b>	<b>Elementary Spanish for Healthcare II</b>	<b>COURSE NUMBER:</b>	SPN 112
<b>CREDIT HOURS</b>	4	<b>PREREQUISITE (S):</b>	SPN 111, SPN 101, Placement
<b>TERM:</b>		<b>CO-REQUISITE (S)</b>	None
<b>COURSE METHOD:</b>	Classroom and Lab	<b>MEETING DAY AND TIME:</b>	
<b>INSTRUCTOR:</b>		<b>CLASSROOM/LAB/STUDIO LOCATION:</b>	
<b>OFFICE LOCATION:</b>		<b>E-MAIL:</b>	
<b>OFFICE HOURS:</b>		<b>PHONE EXTENSION:</b>	

**Course description:** This course is the sequel to Spanish 101.M1 and as such, it is intended for students who are considering professions in the healthcare field. Through readings, discussions, films, role-playing, and writing assignments, the course emphasizes communication in a healthcare context and provides a working knowledge of the Spanish language and the culture of Spanish-speaking patients. To accomplish this goal, your **instructor will speak only Spanish in class, and Spanish will be used as the means of communication.** The course requires three hours of lecture per week and one hour of instruction in the language laboratory.

**Required Text:**

Chase, R. & Medina de Chase, C. (2013). *An Introduction to Spanish for Health Care Workers, 4th Ed.*

**Required Materials:** N/A

**Assessment Criteria & Alignment:**

Course SLOs	PSLOs	ILOs	Direct and indirect Assessment Methods
CSLO 1	3	1	- Oral Exam (See Rubric) - Oral Section of the Pre/Post-Test
CSLO 2	3	1	- Oral Exam (See Rubric) - Oral Section of the Pre/Post-Test
CSLO 3	4	1	- Reading Section of the Pre/Post-Test
CSLO 4	4	1	- Composition Section of the Pre/Post-Test - In-Class Composition (See Rubric)
CSLO 5	2	3	- Culture Section of the Pre/Post-Test

**Course Student Learning Outcomes (CSLO):** Upon successful completion of this course the student will:

1. Speak in Spanish at the Novice Low to Mid level of the ACTFL Proficiency Rating Scale about topics related to healthcare.
2. Identify the main idea of short oral interactions about healthcare-related topics at the Novice Low to Mid level of the ACTFL Proficiency Rating Scale.
3. Identify the main idea of written materials in Spanish about healthcare-related topics at the Novice Low to Mid level of the ACTFL Proficiency Rating Scale.
4. Write simple sentences in Spanish at the Novice Low to Mid level of the ACTFL Proficiency Rating Scale about topics that relate to healthcare.
5. Develop knowledge of basic aspects of the culture of the native speakers of the language.

**Program Student Learning Outcomes (PSLO):**

1. Compare and contrast major contemporary cultural, social, and political issues and trends of one's own society and Spanish-speaking societies.
2. Communicate orally in Spanish at the Advanced Level of the ACTFL Proficiency Rating Scale .
3. Communicate in writing about a variety of topics and disciplines such as history, literature, art, and political science at the Advanced Level of the ACTFL Proficiency Rating Scale.

### **Institutional Learning Outcomes (ILO):**

1. Effective Communication.
3. Diversity / Cultural Awareness.

**Calculation of Final Grades:** Your final grade in this course will be based on the following:

**Language Laboratory:** Language laboratory attendance and participation is mandatory and will be counted together with regular class sessions. Students must bring their textbook to lab. No absences will be excused without the appropriate documentation. The language laboratory includes:

- a. Video activities.
- b. Recorded Speaking Activities.
- c. Structure lesson (week 13).
- d. Technology-enhanced cultural notes.

**Midterm:** There will be a midterm in this course. This exam will test your skills in **reading, writing, grammar, vocabulary, and cultural information** presented in the class.

**Final:** The final exam for this course is comprehensive and it will be administered during finals week.

**Active participation in class:** Students' involvement in classroom discussions and activities will be evaluated by the instructor. Being prepared for and participating in class activities is one of the most important means of attaining the goals of the course. Therefore, this component takes into account a number of variables including but not limited to:

- a. Being fully prepared for class and lab (i.e. bringing the textbook, writing utensils and paper.).
- b. Use of Spanish.
- c. Willingness and ability to participate.
- d. Cooperation in group and pair work.
- e. Respect and attitude towards the class and peers (Note: playing with, picking up or talking on your cell phone will count negatively towards this point).

Participation grades will be assigned every two weeks starting at the end of the second week. Find attached the criteria used by the instructor to determine participation grades.

**Quizzes (10%):** There will be several timed quizzes throughout the semester, as scheduled in the course calendar. Each test will include one or several of the following sections:

- a. Grammar and/or vocabulary
- b. Reading
- c. Composition
- d. Culture

**Composition:** Students will write a composition at the language laboratory. Students will write two drafts. The grade will be determined by combining the scores on the first and second drafts. The first draft will account for 40% of the grade, and the second draft, 60% of the grade. The topic will be given on the days in which the composition is written. Students are allowed to use their textbook while writing both drafts. See grading criteria attached.

**Homework:** Students are responsible for the completion of all homework assigned by the instructor. Each of these exercises must be handed in when requested by the instructor. Failure to do so will result in a grade of 0. All assignments are due at the beginning of the class period for which they are assigned. No late homework will be accepted without documented evidence of inability to attend class on the due date.

**Note:** If a student must miss class, he/she is responsible for finding out what homework was assigned on the day of the absence so that the work can be submitted by the due date.

**Oral Exams:** Given the importance of oral skills in a healthcare context, there will be two oral examinations during the semester. The exams consist of a role-played conversation with a patient, played by your professor, about the topics seen during the course. The role-play scenarios will be given in advance. See attached evaluation criteria for the oral exams.

**Rosetta Stone Practice:** During the course of the semester, students are required 10 hours of practice on Rosetta Stone. The software is available in GH 206. This work cannot be done during class and lab times. The professor will receive a report from the language laboratory coordinator indicating how much time each student spent on the software.

- 10% active participation in class and lab
- 10% quizzes
- 10% composition (in Language Lab)
- 10% homework
- 20% Oral exams
- 15% midterm exam
- 15% final exam
- 10% Rosetta Stone Practice

A = 100-95	C = 76-73
A- = 94-90	C- = 72-70
B+ = 89-87	D+ = 69-65
B = 86-83	D = 64-60
B- = 82-80	F = 59 and below
C+ = 79-77	

### **Schedule of Learning Topics Covered**

Week	Topics Covered
1	<b>Chapter 5: “La familia”</b> - Vocabulario: Family Members (pages 104 – 108).
2	- Cont: Family Members (pages 104 – 108). - Estructura (Review): Regular verbs ending in –ar, -er, and –ir. (Chapter 5, pages 109 – 116). - Lab: Introduction to the lab portion of the syllabus and lab technology. Data on the need for Spanish-speaking healthcare professionals.
3	- Estructura (Review): Regular verbs ending in –ar, -er, and –ir. (Chapter 5, pages 109 – 116). - Vocabulario: Some Regular Verbs (pages 111 – 116). - Lab: Recorded Speaking Activity 1.
4	- Vocabulario (Cont.): Some Regular Verbs (pages 111 – 116). - Vocabulario: Hereditary Illnesses (pages 117 – 119). - Lab: Video: “¿Cuáles idiomas hablas?” (pages 110 – 111).
5	- Reciclaje (pages 123 – 124). - <b>Quiz 1: Chapter 4 (20 mins).</b> <b>Chapter 6: “La farmacia”</b> - Give Medication Instructions (page 129). - Vocabulario: Forms of Medication (pages 129 - 132). - Lab: Cultural Note: La familia (pages 125 – 126 with audiovisual activities).
6	- Estructura: Commands (pages 132 – 133; 135 – 136). - Vocabulario: Dosing Instructions and Routes of Administration (pages 134 – 135). - <b>Oral exam scenarios will be distributed.</b> - Lab: Recorded Speaking activity 2.
7	- Vocabulario: Some Classes of Medication (pages 142 – 144). - Ask about Medication Allergies and Educate Patients about Allergic Reactions (page 146). - Lectura: "El recordatorio de pastillas" (pages 153 – 154). - Lab: Video: “¿Qué medicamentos toma?” (page 139 – 141).
8	- Review for the midterm. - <b>Midterm Exam (Chapter 5, Chapter 6).</b> - <b>Lab: Oral Exams.</b> - <b>Friday: Remaining Oral Exams.</b>
9	<b>Chapter 7: “La nutrición y las dietas”</b> - Vocabulario: The USDA Mi Plato (pages 158 – 161). - Estructura: Verbos like “gustar” (pages 161 – 162). - Vocabulario: More Foods and Beverages (pages 162 – 166). - Lab: Recorded Speaking activity 3.
10	- Vocabulario (Cont.): More Foods and Beverages (pages 162 – 166). Meals and Diets (pages 168 – 170, 175, 178). - Lectura: "Un plan para bajar de peso" (pages 170 – 173). - Lab: Cultural Note: "Balancing Diet and Exercise" (pages 179 – 180 with audiovisual activities).
11	<b>Quiz 2: Chapter 7 (20 mins). Chapter 8: “El examen físico”</b> - Vocabulario: Time (pages 182). - Estructura: How Long Has It Been? (pages 183 – 185).

	<ul style="list-style-type: none"> <li>- Vocabulario: What Makes You Feel Better? Bowel Movements (pages 185 – 186)</li> <li>- <b>Lab: Composition, first draft.</b></li> </ul>
12	<ul style="list-style-type: none"> <li>- Estructura: The Verb ir to Talk about the Future (pages 188 – 190).</li> <li>- Vocabulario: Physical Exam (pages 190 – 195).</li> <li>- <b>Lab: Composition, second draft. Oral exam scenarios will be distributed.</b></li> </ul>
13	<ul style="list-style-type: none"> <li>- Vocabulario: Some Tests and Procedures (pages 196- 198).</li> <li>- Vocabulario: Scheduling Appointments (pages 198 – 200).</li> <li>- Reciclaje (page 201).</li> <li>- <b>Lab: Estructura: Regular verbs ending in –ar, -er, and –ir. (Chapter 5, pages 109 – 116).</b></li> </ul>
14	<ul style="list-style-type: none"> <li>- Review for the Final Exam.</li> <li>- <b>Lab: Oral Exams.</b></li> <li>- <b>Friday: Remaining Oral Exams.</b></li> </ul>
15	<b>Final Exam TBA.</b>

**University Attendance Policy:** Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard.

<http://www.lincoln.edu/registrar/2014Catalog.pdf>

**Student Disabilities Statement:** Lincoln University is committed to non-discrimination of students with disabilities and therefore ensures that they have equal access to higher education, programs, activities, and services in order to achieve full participation and integration into the University. In keeping with the philosophies of the mission and vision of the University, the Office of Student Support Services, through the Services for Students with Disabilities (SSD) Program, provides an array of support services and reasonable accommodations for students with special needs and/or disabilities as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Services for Students with Disabilities Program seeks to promote awareness and a campus environment in which accommodating students with special needs and/or disabilities is natural extension of the University’s goal. Any student with a documented disability should contact the Office of Student Support Services.

<http://www.lincoln.edu/studentservices/index.html>

**Academic integrity Statement:** Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor's instructions when completing tests, homework, and laboratory reports, and must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is therefore expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity. <http://www.lincoln.edu/registrar/2014Catalog.pdf>

**Policy on Electronic Devices in the Classroom:** Unless requested by the instructor for learning purposes, using a cell phone or any other electronic device in the classroom or language laboratory is **strictly prohibited**. Unauthorized electronic device use will result in **2 points PER INCIDENT being dropped from the student’s participation grade**.

### Criteria for Class Participation

During the past two weeks, this student...

<ul style="list-style-type: none"> <li>• was well prepared for class (did the homework and brought the book every day).</li> <li>• participated actively <b>in Spanish</b>, including volunteering to answer questions and share ideas.</li> <li>• showed a positive attitude toward learning.</li> <li>• made a clear effort to achieve the objectives of each lesson.</li> <li>• used practice time wisely; was always on task.</li> </ul>	10
<ul style="list-style-type: none"> <li>• was well prepared for class.</li> <li>• participated <b>in Spanish</b>, although sometimes passively.</li> <li>• showed a positive attitude toward learning.</li> <li>• made an effort to achieve lesson objectives, although there is room for improvement.</li> <li>• stayed on task and used practice time wisely.</li> </ul>	7-9
<ul style="list-style-type: none"> <li>• was somewhat prepared for class. (did not do the homework / brought the book every day)</li> <li>• showed more passive than active participation in class. Made no effort to participate in Spanish.</li> <li>• had a less-than-positive attitude toward learning.</li> <li>• made a minimal effort toward achieving lesson objectives; there is significant room for improvement.</li> <li>• tended to stray from the task at hand; could make better use of practice time</li> </ul>	4-6
<ul style="list-style-type: none"> <li>• was not well prepared for class (did not do the homework / bring the book).</li> <li>• was a passive or non-participant in class activities.</li> <li>• showed a negative attitude toward learning.</li> <li>• made little to no effort toward achieving lesson objectives; immediate improvement is necessary.</li> <li>• was easily distracted off task; often wasted practice time.</li> </ul>	1-3
<ul style="list-style-type: none"> <li>• was absent all week; thus participation is unratable.</li> <li>• behaved in a disrespectful, distracting, or otherwise unacceptable manner (sleeping in class, listening to music, leaving the room frequently or for lengthy periods of time, talking on / playing with the cell phone etc.).</li> <li>• made it difficult for others in the class to learn.</li> </ul>	0

**NOTE: Cell phone use will result in 2 points (per incident) being dropped from your participation grade.**

### Rubric for Compositions (CSLO 4, PSLO 4)

<b>Content</b>	<b>Points</b>
• minimal information; information lacks substance (superficial); inappropriate or irrelevant information; or not enough information to evaluate.	5 - 10
• limited information; ideas present but not developed; lack of supporting detail or evidence.	11- 14
• adequate information; some development of ideas; some ideas lack supporting detail.	15 – 19
• substantial information; good development of ideas with supporting detail or evidence.	20 – 25
<b>Organization</b>	
• series of separate sentences with no transitions; disconnected ideas; no apparent order to the content; or not enough to evaluate.	4 – 6
• limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy, disjointed.	7 – 9
• an apparent order to the content is intended; somewhat choppy, loosely organized but main points stand out although sequencing of ideas is not complete.	10 – 12
• logical and effective order to the content is intended; main points and details are connected; fluent.	13 – 15
<b>Vocabulary</b>	
• not enough to evaluate.	0 - 4
• mostly incomprehensible, abundance of words in English.	5 - 9
• inadequate, repetitive; abundance of literal translation and invented words often impedes comprehensibility.	10 -14
• erroneous word choice sometimes leads to confused or obscured meaning; some literal translations; limited use of words studied.	15 – 19
• some erroneous word usage or choice, but meaning is not confused or obscured; some use of words studied.	20– 24
• precise and effective word use/choice; broad; impressive, extensive use of words studied.	25 – 30
<b>Language</b>	
• not enough to evaluate.	0 - 4
• erroneous use of language makes the work mostly incomprehensible.	5 - 9
• abundance of errors in use and form of the grammar presented in lesson; non-Spanish sentence structure. Often incomprehensible.	10-14
• frequent errors in use and form of the grammar presented in lesson; erroneous use of language at times impedes comprehensibility; work was poorly edited for language.	15– 19
• generally accurate language; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete.	20 – 24
• very few errors in the grammar presented in lesson; work was well edited for language.	25 - 30

Total: \_\_\_\_\_ / 100

**Rubric for Oral Exams (CSLO2, PSLO3)**

Name: ..... Date: ..... Grade: .....

**Comprehensibility**

- 1. Completely comprehensible, conversational enough for this level.....13-15 \_\_\_\_\_
- 2. Mostly comprehensible but with some errors, sometimes too slow and simple....10-12 \_\_\_\_\_
- 3. Frequent errors in use of language sometimes impede comprehensibility.....7-9 \_\_\_\_\_
- 4. Mostly incomprehensible. Used some English.....4-6 \_\_\_\_\_
- 5. Did not speak or spoke very little. Used mostly English. Not enough to evaluate....0-3 \_\_\_\_\_

**Content**

- 1. Relevant /well developed ideas when covering the topic and answering questions...13-15 \_\_\_\_\_
- 2. Ideas mostly well developed, fairly relevant.....10-12 \_\_\_\_\_
- 3. Ideas present but not well developed.....7-9 \_\_\_\_\_
- 4. Irrelevant information.....4-6 \_\_\_\_\_
- 5. Did not speak or spoke very little. Not enough to evaluate.....0-3 \_\_\_\_\_

**Vocabulary**

- 1. Accurate use of the vocabulary studied.....8-10 \_\_\_\_\_
- 2. Some use of the vocabulary studied.....5-7 \_\_\_\_\_
- 3. Mostly inaccurate or inadequate. Didn't know the vocabulary studied. ....2-4 \_\_\_\_\_
- 4. Did not speak or spoke very little. Not enough to evaluate.....0-1 \_\_\_\_\_

**Pronunciation**

- 1. Generally good, accurate pronunciation of Spanish sounds.....8-10 \_\_\_\_\_
- 2. Rather good but with some striking non-Spanish sounds.....5-7 \_\_\_\_\_
- 3. Generally poor, it impedes comprehension.....2-4 \_\_\_\_\_
- 4. Did not speak or spoke very little. Not enough to evaluate.....0-1 \_\_\_\_\_

Total: \_\_\_\_\_ / 50

\_\_\_\_\_ / 100