

**San José State University**  
**Department of World Languages and Literatures**  
**SPANISH 003 Special Topics in Practical Spanish**  
***Spanish for Health Care Providers, Section 1 (48346)***  
**Fall 2018**

**Instructor:** Francisco de la Calle

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**Office Hours:** M,W, 11 am to 12 noon or by appointment (via SJSU Zoom)

**Class Days/Time:** N/A

**Classroom:** Online

**Prerequisites:** 10 units of college Spanish (or equivalent) or instructor consent

### **Course Format**

This class is offered Completely Online with NO designated day/time meeting Pattern (TBA). Students must review the material and submit the assignments online weekly. They have to attend a mandatory final exam in a designated classroom in Campus (TBA). Optionally, students may attend midterms to complete part of the final exam in advance.

### **Faculty Web Page and MYSJSU Messaging**

Copies of the course materials such as the syllabus, major assignment handouts, etc. will be found on SJSU Canvas (<http://www.sjsu.edu/at/ec/canvas/index.html>). Students are responsible for daily checking with the messaging system: SJSU email (@sjsu.edu) and Canvas. Francisco de la Calle's faculty web page is <http://www.sjsu.edu/people/francisco.delacalle/>

## **Course Description**

Spanish 003 is a Special Topics course focused on the practical applications of basic Spanish in a number of professional fields: Health Care, Social Services, Management, Law Enforcement, etc. This semester the topic is Spanish for Health Care Providers.

Special Topics in Practical Spanish – Spanish for Health Care Providers is designed for the student who plans to work in or is working in an area of health care. This course focuses on the needs and problems of Spanish-speaking patients. Students will learn specialized vocabulary and will improve their communicative ability through conversation practice and exercises.

## **Course Goals and Student Learning Objectives**

**Note:** This course is not accepted as preparation for advanced courses and does not count as preparation for the Spanish major or minor.

## **Course Content Learning Outcomes**

Upon completion of this semester's course (Spanish for Health Care Providers) students will be able to:

1. Read and write Spanish with application to the health care field
2. Spell out words, tell the time/date, and use numerical figures in the context of the health care field
3. Use Spanish verb tenses and grammar rules to build their own sentences with relevance to the health care field
4. Utilize the dictionary and other resources effectively to make translations of medical literature.
5. Communicate with speakers in four medical contexts: obtaining a history, assessments and diagnostics, procedures, and teaching and follow-up
6. Demonstrate basic knowledge for interacting with Spanish-speakers in a culturally appropriate way in a health care context
7. Speak in the Target Language for a Variety of Purposes in Authentic Contexts.  
Construct connected oral discourse that communicates a message effectively, demonstrating a wide range of vocabulary, idiomatic expressions, and linguistic structures. This includes (at the appropriate level of this course):
  - Speak appropriately within the context of everyday situations.
  - Respond to a variety of unexpected situations by explaining or describing events or by requesting assistance.
  - Formulate and defend a hypothesis in response to a given situation.
  - Narrate or describe a personal experience.
  - Deliver oral presentations on a wide variety of topics to diverse audiences.
  - Talk formally and informally about topics of current public and personal interest, demonstrating an ability to use different registers and styles of speech in appropriate contexts.
  - Discuss the advantages and disadvantages of an idea or a proposed course of action.
  - Take a position on an issue and support it with persuasive evidence.
  - Demonstrate the ability to speak effectively on abstract topics and themes

## Required Texts/Readings

### Textbook

*Spanish for Health Care* by Francisco Bruquetas & Michelle de la Calle: Bruquetas Publishing, 2012. ISBN 978-0-578-09812-8 (Required)

Available at SJSU Spartan books store or online at <http://www.bruquetaspublishing.com/>

### Other Books (Recommended)

It is also recommended to have a book on Spanish verbs, as: *501 Spanish verbs* by C. Kendris & T. Kendris (Ed. Barron's); *Spanish Verbs* (with 300 verbs) by C. Kendris & T. Kendris (Ed. Barron's); or *Spanish Verb Tenses* by Dorothy Richmond (Ed. McGraw Hill).

### Other equipment / material requirements

Students must have access to a computer with **microphone and webcam**. Computers must have **MS Excel** spreadsheet, **MP3** video player, and **Zoom** video recorder. They also need to have access to the internet, SJSU emails, and SJSU Canvas.

## Library Liaison

Toby Matoush. Tel: (408) 808-2096. Email: [toby.matoush@sjsu.edu](mailto:toby.matoush@sjsu.edu)

## Classroom Protocol

Students are required to attend the final exam. Optionally, students may be offered to take a midterm to complete part of the final exam in advance (Date is TBA).

Office hours and occasional meetings will be online, via Zoom. If group meetings occur, use handsets to minimize noise, place yourself on mute mode when you are not speaking, and try not to disrupt the meeting with individual technical problems.

General instructions of the course:

- All material will be in Spanish to encourage students the using of the target language. The direct communication with the instructor (emails or office hours) will be in Spanish unless student requested otherwise.
- Students must respond instructor's or teammates' emails in a timely manner (within the week).
- Grades depends on biweekly assignments (8 sets of quizzes, 8 activities, and 8 video projects) and a final exam. For the 8 video projects, students must use webcam, microphone, and headphones.
- The deadline for each module or biweekly assignment is marked in the course schedule in this syllabus. You are encourage to submit your modules in the first week.
- All material received in this course is subject to copyright. No content may be divulged without written authorization.
- Students are expected to spend 3 hours per unit per week (SJSU Senate Policy S12-3), i.e. 64 hours for this course.

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the official SJSU calendar <http://www.sjsu.edu/calendars/> web page located at SJSU Academics <http://www.sjsu.edu/academics/>. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

## Assignments and Grading Policy

**Every two weeks, students will receive** via Canvas a module comprising:

- Readings/videos on grammar and vocabulary (to be assessed in quizzes)
- Instructions on an activity on a language/professional topic
- Instructions on a project

**Every two weeks, students must submit** via Canvas:

- A set of quizzes on grammar and vocabulary
- An activity on a language/professional topic
- A Zoom recording

**The biweekly projects will consist** of oral presentations that students must record in Zoom. These projects will include:

- Two individual presentations (Zoom meeting and autobiography)
- Two presentations based on one in-person interview to a Spanish-speaking healthcare professional/ peer. You must find that professional among your peers and classmates.
- Four presentations based on a medical dialog performed with a classmate of the course. Teammates assigned by the instructor. The four presentations will correspond to the standard four stages in the communication between the care provider and the patient: 1) getting a history, 2) assessments/diagnostics, 3) procedures, and 4) teaching/follow up.

## Evaluation

Biweekly quizzes (8 quizzes, 4 points each)	32%
Biweekly activities (8 activities, 1 points each)	8%
Biweekly projects (8 projects, 4 points each)	32%
Final examination and additional projects	28%

## Grading Scale

100-94 A 93-90 A-	89-87 B+ 86-84 B 83-80 B-	79-77 C+ 76-74 C 73-70 C-	69-67 D+ 66-64 D 63-60 D-	59-0 F
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**Late submissions** are not accepted as Canvas release the responses of the quizzes right after the due date. On the other hand, you may submit your assignments at any time within the two-week period of each module. Keeping pace is essential to succeed in this course, and to get familiar with new sounds, words, and talking in a foreign language, you need time to practice.

**There is a written final exam** each student must attend with their SJSU tower card. You need authorization from the head of the department to have you final the make-up day.

Rubric of the biweekly projects (videos)

<b>Dimensions</b>	<b>Expectations</b>	<b>Weight</b>
<b>Length</b>	<b>The presentation lasts from 3 to 5 minutes</b> The presentation would lose 25% if it is shorter but meets the criteria of all other dimensions. (Unacceptable if it is so short that other dimensions can't easily be assessed.)	25%
<b>Content &amp; Structure</b>	<b>The presentation responds to the question of the prompt AND has a structure that is easy to follow (introduction, body, and conclusion)</b> The presentation would lose 25% if it deviates from the topic OR starts/ends abruptly (Unacceptable if the topic is different OR has no structure)	25%
<b>Grammar &amp; Vocabulary (*)</b>	<b>The presentation consists of complete sentences (with a verb) that are correct, AND words are in Spanish.</b> The presentation would lose 25% if there are some incomplete sentences/ English words OR if the presenter just read from a text. (Unacceptable if many sentences are incomplete OR English word abounds).	25%
<b>Pronunciation</b>	<b>The presentation has a careful pronunciation</b> The presentation would lose 25% if there are some parts thereof that can't be easily understood. (Unacceptable if it cannot be understood).	25%

(\*) Students must look at the camera (your audience) instead of just reading (You may occasionally look at script or at cheat sheets). Students are expected to prepare a script or a cheat sheet and rehearse for each presentation. To encourage taking risks and loosen up in Spanish, errors in the section "Grammar & Vocabulary" in the table above may be graded just as credit/no credit.

**University Policies**

University Policies, such as academic integrity, accommodations, etc. are available at the web page of the Office of Graduate and Undergraduate Programs:

<http://www.sjsu.edu/gup/syllabusinfo/>

**THE FINAL EXAM** for SPAN 3 will be on Thursday December 13, from 5:15 to 7:30 PM. Venue is TBA.

## Frequently Asked Questions

### 1. What are the differences between this course and a general Spanish course?

Unlike in a general Spanish course, you are going to focus on the oral dialog with the patient. For this purpose, you will:

- Study a basic medical vocabulary (words)
- Revise the fundamentals of grammar (sentences)
- Analyze the communication in standard settings with your patients (context)

### 2. How much Spanish does this course cover?

About grammar, the course reviews the basic structures from zero (pronunciation) until the present indicative (Yo canto -I sing) and past tense (I canté -I sang).

Students are required to have a minimum level when the course starts in order to be able to

- focus on improving their vocabulary
- loosen up and speak
- work in team projects

### 3. How do I know if I meet the requirements to start the course?

You should talk to the instructor. You may take the proficiency test. This test is given by Foreign Languages department, it is taken online for free.

### 4. What do I need to start the course?

You need the textbook and a computer with webcam and microphone. You will use Canvas, Zoom, MS Word, and MS Excel. MS Word and MS Excel are for the written assignments and for your vocabulary database. If you do not know how to use Excel, talk to me to find an alternative. Also, you need to fill out the information form that I will give you. The form asks you about your level of Spanish, your healthcare specialty, etc. with the purpose of personalizing the course when possible.

### 5. How often do I have to study and submit assignments?

You are going to have a module in Canvas accessible on Monday every other week. You must read the material and submit the assignments (quizzes, activities, and videos) by Canvas at any time before the due Thursday.

The recommendation is to:

- Study a portion each day.
- Submit assignments the first of the two weeks (For the remaining week, consider just practice your Spanish for your own interest).
- Use Spanish whenever possible (One third of Californians speak Spanish).

**6. How often does the instructor respond?**

I answer emails / comments every Thursday. In addition, you can request an appointment (in person or via Zoom) with the instructor.  
If you have questions when you are taking a weekly test, you first must complete with the test, since all the tests are timed.  
Many questions that I receive from students are responded in the syllabus. PLEASE, do not feel bad if I respond you succinctly to look in the syllabus. If still you cannot find it, or you do not get a clear answer, you should send me another email.  
You can also visit me in person in my office hours.

**7. What happens if one week I do not turn in my homework or the final exam?**

Submission overdue are not accepted. If an exception were considered (because of extraordinary circumstances), the instructor will make an appointment with you for an oral exam for the last days of the course. As Canvas gives the test answers at the end of each week, the tests -in general, the assignments- cannot be repeated.  
The final exam is mandatory, and the date is set by SJSU. If you cannot attend that day, you must write a request to the head of the department to allow you to take the exam on the SJSU official make-up day.

**8. Is it dishonest to study with the help of classmates?**

Doing the quizzes or exams with the help of anyone is dishonest. Examinations are individual.  
(Consider the two benefits of the individual tests: give you self-confidence on “your” Spanish, and throughout the semester, they help you prepare the final exam=  
Study groups can be beneficial depending on your study style. Practicing your Spanish- with anyone- is highly recommended.  
Collaborating with colleagues in your team projects is mandatory.

**9. How can I prepare the biweekly quizzes?**

There is a set of quizzes to complete via Canvas biweekly. They are timed: you decide when (within the two weeks) you open a quiz; but once you do, you just have a certain number of minutes to complete it. Commonly questions are fill-the-blank or multiple-choice type.  
Each set of quizzes is based on the corresponding chapters of the textbook, which includes grammar, general vocabulary, and medical vocabulary. The course schedule at the end of this syllabus shows the chapters of each module (of each quiz).

**10. How can I prepare the biweekly activities?**

In your biweekly Canvas module, you will have instructions to complete one activity. Each activity typically asks you for a personal reflection on a specific topic. E.g., in Activity #1: “Explain a recent tip/advise/realization that you have created/taken regarding the Spanish pronunciation.

**11. How can I prepare the projects?**

There is one project in your biweekly module. You will receive in advanced the instruction of all eight projects. A summary is above in this syllabus.

**12. How can I prepare the final exam?**

The final exam is written and cumulative. It includes all the material seen in the textbook during the course: grammar, general vocabulary, and medical vocabulary.  
For the final exam you need to bring your tower card and your laptop.

## SPAN 3- Special Topics in Practical Spanish - Spanish for Health Care Providers - Fall 2018 Course Schedule

Wk.	Date	Topics/Readings of Grammar	Topics/Reading of General and Medical Vocabulary	Assignments, Deadlines
1	Aug. 21-24	Introduction to the course. (Chapter 1) The alphabet. (Chapter 2) Vowels	(Chapter 1) The names of the letters in the alphabet. Samples of Spanish medical words that are similar in English. (Chapter 2) Numbers from 0 to 10. Systems.	
2	Aug. 27-31	(Chapters 3) Consonants. (Chapters 4) Stress and Accents	(Chapter 3) Spanish-speaking Countries. Medical specialties (Chapter 4) Interjections and greetings. Specialists	<b>(By Aug. 30)</b> Project #1: Meeting via Zoom. Activity #1: Pronunciation. Quiz set #1
3	Sept.3-7	(Chapter 5) Singular & Plural.	(Chapter 5) Days of the week. Months of the year. Time units. Other words to express time. Location. Parts of the head.	
4	Sept.10-14	(Chapter 6) Masculine & Feminine	(Chapter 6) Articles and demonstratives (in natural order). Possessives (in natural order). Other limiting adjectives. The family. Genders and ages. Parts of the body	<b>(By Sept. 13)</b> Project #2: Biography and CV. Activity #2. Quiz set #2
5	Sept.17-21	(Chapter 7) Conjugations in Spanish.	(Chapter 7) Personal pronouns. The verbs for to be (= ser/ estar). The verbs for to have (= tener/ haber). Sample of descriptive adjectives that use ser. Sample of descriptive adjectives that use estar. Organs.	
6	Sept.24-28	(Chapter 8) How to learn words efficiently.	(Chapter 8) Remember tener (to have got). The verb hacer (= to make). Nouns that go with tener (= to have got). Nouns that go with hacer (= to make). Spanglish. Bones (Bones are excluded)	<b>(By Sept. 27)</b> Project #3: Professional Interview. Activity #3: Quiz set #3
7	Oct. 1-5	(Chapter 9) Use of present, past, and future tenses	(Chapter 9) The verb ir (= to go). Remember estar, (= to be - temporal, Chapter 7 Conjugation). The verb haber (= to have, as an auxiliary verb). Fluids, vessels, glands, and tissues	
8	Oct. 8-12	(Chapter 10) Irregularities in the present, past, and future tenses.	(Chapter 10) Conjunctions. Elements, chemicals, and nutrients	<b>(By Oct. 11)</b> Project #4: Comments on the Interview. Activity #4. Quiz set s #4

Wk.	Date	Topics/Readings of Grammar	Topics/Reading of General and Medical Vocabulary	Assignments, Deadlines
9	Oct. 15-19	(Chapter 11) Types of words and grammar rules.	(Chapter 11) Possessive pronouns. Object pronouns. Pronouns with the preposition con (= with). Pronouns with other prepositions, e.g. para (= for). Symptoms	
10	Oct. 22-26	(Chapter 12) Negations and questions.	(Chapter 12) Adverbs for negations and questions. Tools and procedures of diagnostics	<b>(By Oct. 25)</b> Project #5: Dialogue on Getting the History. Activity #5. Quiz set #5
11	Oct. 29-2	(Chapter 13) Very Important Verbs. (Chapter 14) Verbs as "to appeal"	(Chapter 13) Elements of a hospital room. Elements of a hospital. Disorders and diseases (Chapter 14) Useful verbs of the <i>gustar</i> family. Administrative data. Drugs. Tools of treatment and prevention	
12	Nov. 5-9	(Chapter 15) Reflexivity and Passive Voice	(Chapter 15) Some verbs that can function as reflexive. Procedures of treatment	<b>(By Nov. 8)</b> Project #6: Dialogue on Assessment and Diagnostics. Activity #6. Quiz set #6
13	Nov. 12-16	(Chapter 16) The Present Tense	(Chapter 16) General Questions. Accidents and incidents. Units	
14	Nov. 19-23 (Thksgiv.)	(Appendix C) Irregularities in the Present Tense. (Chapter 17) Next steps in Spanish	(Chapter 17) Adjectives used with ser: conditions. Adjectives used with estar: states. Verbs. Miscellaneous nouns. Adjectives	<b>(By Nov.20)</b> Project #7: Dialogue on Procedure. Activity #7. Quiz set #7
15	Nov. 26-30	(Instructor's notes) The Past Tense		
16	Dec.3-7	(Instructor's notes) Irregularities in the Past Tense		<b>(By Dec. 6)</b> Project #8: Dialogue on Follow-up and Teaching. Activity #8. Quiz set #8
17	Dec. 13	<b>Final Exam</b> , Thursday December 13, from 5:15 to 7:30 PM. Venue TBA		