



SUL ROSS STATE UNIVERSITY

Course Syllabus

Spanish 4301 Hybrid Course – Spanish for the Medical Professional Spring 2021-MWF 11:00-11:50 a.m.

Instructor: Dr. Ana Sylvia Acevedo
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Virtual Office hour:
Monday & Wednesday
9:00-11:00 a.m.
Tuesday 1:00 – 5:00 p.m.
or by appointment

Course Description:

This course is designed to enhance oral and written communication in the medical field. Provide and allow students with greater interaction among medical service providers and their clientele. It will also make reference to health-related issues facing Hispanic communication. Furthermore, this course will enhance the knowledge of Spanish of those who work in the medical/healthcare fields or intend to do so. It will provide the students with skills to better communicate with the ever-growing Spanish-speaking community of the United States in situations commonly encountered by medical professionals in the different areas of healthcare.

Course Texts:

Authors: Ana C. Jarvis Raquel Lebrede
Published: 2013
Publisher: Cengage Learning
Format: Paperback
ISBN 13: 9781285052182
ISBN 10: 1285052188



Expected Learning Outcomes:

In this course, the students will

- understand and use basic medical and health-related terminology in Spanish.
- utilize tools and techniques that will help them communicate effectively and more fluently in Spanish in a medical setting.
- speak and write in Spanish about common health issues facing the Hispanic community.
- **Humanities Statement:** Students graduating from Sul Ross State University should be able to think critically and demonstrate an understanding of the possibility of multiple interpretations, cultural contexts, and values.

Program Learning Objectives:

The student graduating with a degree in Spanish will:

- PLO 1:** demonstrate advanced level of proficiency in reading Spanish.
- PLO 2:** demonstrate advanced level of proficiency in writing Spanish.
- PLO 3:** demonstrate advanced level of proficiency in speaking Spanish.
- PLO 4:** demonstrate awareness and understanding of the cultural characteristics the Spanish-speaking world.

MARKETABLE SKILLS

- Students will communicate effectively and exhibit competence for speaking, writing, reading and listening in Spanish.
- Students will use analytical skills for gathering and analyzing information in order to weigh values and assess needs.
- Students will appreciate cultural differences and understand cross-cultural communication.

Educator Standards: For students seeking certification, this course will cover aspects of the following standards for the Texas State Board for Educator Certification.

- LANGUAGES OTHER THAN ENGLISH STANDARDS
- Standard I. The LOTE teacher understands language learning theories and principles of second-language acquisition and uses this knowledge to plan instruction and assessment that promotes success for all students in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS).
- Standard II. The LOTE teacher understands assessment and instruction and applies this knowledge to monitor and promote student progress in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS).
- Standard III. The LOTE teacher implements the Texas Essential Knowledge and Skills (TEKS), enabling students to communicate in the target language, through which they gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, make comparisons that develop insight into the nature of language and culture, and participate in multilingual communities at home and around the world.
- Standard IV. The LOTE teacher understands the nature of culture and the connections between language and culture, and understands the practices, products, and perspectives of the culture(s) in which the target language is used.
- Standard V. As a demonstration of listening proficiency, the LOTE teacher is able to derive essential information, interpret meaning, and evaluate oral communications in the target language (as applicable to the target language).
- Standard VI. As a demonstration of reading proficiency, the LOTE teacher is able to derive essential information, interpret meaning, and evaluate a variety of authentic materials written in the target language (as applicable to the target language).
- Standard VII. As a demonstration of speaking proficiency, the LOTE teacher is able to construct effective interpersonal and presentational oral discourse in the target language (as applicable to the target language).
- Standard VIII. As a demonstration of writing proficiency, the LOTE teacher is able to write effective interpersonal and presentational discourse in the target language (as applicable to the target language).

Assessment:

The expected learning outcome for this course will be assessed through a series of assessment tools.

In order for the student to demonstrate awareness and knowledge of distinctive cultures and subcultures, including but not limited to ethnicity, gender, class, political systems, religions, languages, or human geography. The student's success will be evaluated according to the following plan:

1. **Participation and Homework assignments (20 %)** In order to be an active participant in class, you must read all the assigned materials for the day and prepare the exercises or questions after each reading. Your participation and attendance each day will be rewarded with a maximum of 10 points. [SLOs 1-6]
2. **Written Reflections on the readings (20%).** The written reflections will focus in one topic of a specific reading (300-500) words typed and double-space). These reflections will help you to interpret the texts within its cultural and literary context. The goal of these exercises is to develop your critical abilities to analyze these texts and to put your ideas in writing. You will have the opportunity to express your ideas without being intimidated, but you must present evidence from the text. The reflections will be evaluated for 1) the quality of the analysis of the text, 2) the organization, and 3) the quality of the language and grammar. [SLOs 1-6].
3. **Reading quizzes (20%)** The reading quizzes will be as schedule in the course calendar [SLOs 1-6]
4. **Exams (25%)** There are two exams for this course. For details, check the course calendar. Weekly modules divide the course's assignments. See "Module" tab on Blackboard. [SLO 1-6] **The midterm** and the **final exam** will test the comprehension of the stylistic and formal aspects of the assigned readings. They will include questions about the characteristics of the literary movements, identification of characters, places, symbols, fragments of texts and short essays.

5. **Oral presentation (15%)** Each student will also present to the class oral presentations in a special topic. [SLOs 1-6]

*** Please do not hesitate to send me an e-mail during the semester about questions you may have regarding the material or any other relevant information. I will be very happy to provide you with whatever assistance you may need.

*Written work will be evaluated for completeness, coherence, original insights, and appropriate level of Spanish.

Grading

A: 90 – 100
B: 80 – 89

C: 70 – 79
D: 60 – 69

F: 0 – 5

Attendance

Daily attendance is mandatory and essential for the course objectives. Each student is allowed two excused absence. After this, each absence will result in a deduction of **10 points from the overall course grade**. Three (3) tardies (15 minutes or more), or leaving class early is equal to one absence. All assignments are due at the beginning of class.

Make-up policy

No makeup exam will be given. Should the student need to miss class on the day of an assigned exam, the instructor **MUST** be notified **BEFORE** the exam begins. Material from the missed exam will appear on the next exam. In case the **final exam** is missed, the instructor will consider whether a grade of incomplete is merited and if so, the exam will be made up at a future date to be decided by the instructor and the students.

Academic Honesty

Academic integrity is taking responsibility for one's own work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Ethical behavior and independent thought are essential for the highest level of academic achievement. It is the aim of the faculty of Sul Ross State University –to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Civility in the classroom

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Help maintain a positive learning environment by arriving on time, turning off cellular phones and all other electronic devices before arriving in class, (this includes not checking for text messages during class), and avoiding distracting behaviors, such as talking with others, speaking out of turn, using offensive or insulting language, eating, sleeping, completing homework, reading the newspaper, etc.

BLACKBOARD HELP

Mon-Fri 9:00 am - 6:00 pm

Tim Parsons:
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