

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other





Proposal Name¹ (course prefix & number, pgm major & degree, etc.): SPA 151 (add DL)

Proposal Contact Person Name: Haralambos Symeonidis Phone: 257-2629 Email: haralambos.symeonidis@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Hispanic Studies, Yanira Paz, DUS	11/15/10	Yanira Paz / 257-7100 / yblaba0@email.uky.edu	
Hispanic Studies, Ana Rueda, Chair	11/12/10	Ana Rueda / 257-7091 / rueda@email.uky.edu	
		/ /	
		/ /	
A&S Ed. Policy Cmte.	11/29/10	Randall Roorda, Humanities / 7-1033 / roorda@uky.edu	
A&S Dean	11/29/10	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council	2/15/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

*WGC
12/1/10*

Comments: _____

¹ Proposal name used here must match name entered on corresponding course or program form.

² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.

- a. Submitted by the College of: Arts & Sciences Today's Date: 11/15/10
- b. Department/Division: Hispanic Studies
- c. Is there a change in "ownership" of the course? YES NO
 If YES, what college/department will offer the course instead? _____
- d. What type of change is being proposed? Major Minor¹ (place cursor here for minor change definition)
- e. Contact Person Name: Haralambos Symeonidis Email: haralambos.symeoni@uky.edu Phone: 257-2629
- f. Requested Effective Date: Semester Following Approval OR Specific Term²: _____

2. Designation and Description of Proposed Course.

- a. Current Prefix and Number: SPA 151 Proposed Prefix & Number: SPA 151
- b. Full Title: Spanish for Health Professionals Proposed Title: _____
- c. Current Transcript Title (if full title is more than 40 characters): _____
 Proposed Transcript Title (if full title is more than 40 characters): _____
- d. Current Cross-listing: N/A OR Currently³ Cross-listed with (Prefix & Number): _____
 Proposed – ADD³ Cross-listing (Prefix & Number): _____
 Proposed – REMOVE^{3,4} Cross-listing (Prefix & Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.
- Current: 3 Lecture _____ Laboratory⁵ _____ Recitation _____ Discussion _____ Indep. Study _____
 _____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency _____
 _____ Seminar _____ Studio _____ Other – Please explain: _____
- Proposed: _____ Lecture _____ Laboratory _____ Recitation _____ Discussion _____ Indep. Study _____
 _____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency _____
 _____ Seminar _____ Studio 3 Other – Please explain: add option of Online Format
- f. Current Grading System: Letter (A, B, C, etc.) Pass/Fail
 Proposed Grading System: Letter (A, B, C, etc.) Pass/Fail
- g. Current number of credit hours: 3 Proposed number of credit hours: 3

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.
² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

h. Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES: Maximum number of credit hours: _____		
If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
i. Current Course Description for Bulletin:	<u>This course will teach Spanish terminology and basic grammar related to medical patients, including vocabulary for diagnosis and treatment.</u>	
<i>Proposed Course Description for Bulletin:</i>	<u>This course will teach Spanish terminology and basic grammar related to medical patients, including vocabulary for diagnosis and treatment.</u>	
j. Current Prerequisites, if any:	<u>Prior college or high school Spanish or other experience with the Spanish language roughly equivalent to one semester of college study.</u>	
<i>Proposed Prerequisites, if any:</i>	<u>Prior college or high school Spanish or other experience with the Spanish language roughly equivalent to one semester of college study.</u>	
k. Current Distance Learning(DL) Status:	<input type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input checked="" type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l. Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
3. Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
4. Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, explain and offer brief rationale:		
<i>NONE</i>		
5. Course Relationship to Program(s).		
a. Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, identify the depts. and/or pgms: _____		
b. Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES ⁷ , list the program(s) here: _____		
6. Information to be Placed on Syllabus.		
a.	<input type="checkbox"/> Check box if <u>changed to 400G or 500.</u>	If <u>changed to 400G-</u> or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

**UNIVERSITY OF KENTUCKY
DEPARTMENT OF HISPANIC STUDIES
SPA 151 Spanish for Health Professionals
Summer II (8-week) 2011
June 9-August 4**

1. COURSE ACCESS/CLASS TIME AND LOCATION

This is an online course. To access the course visit <http://elearning.uky.edu> and login to Blackboard with your **LINK BLUE** username and password.

Instructor:

Office phone:

Office address:

UK e-mail address: -----. This is the best way to contact me. Please use the **Send Email** option in Blackboard. This tool automatically puts the course number in the subject line. This will help facilitate a quicker response from me.

Course Developers: Haralambos Symeonidis, Raúl Lagos, Ruth Brown

2. VIRTUAL OFFICE HOURS:

Generally, the fastest way to contact me is through e-mail. I will check my e-mail (for the SPA 151 subject lines) regularly during the day (M-F). E-mails received before 3pm on a weekday will be responded to on that day. E-mails received after 3pm will be responded to by 9am the following morning. E-mails received after 3pm on Friday will be responded to by Monday at 9am. For face-to-face, telephone or SKYPE appointments: e-mail me to set up a meeting time.

3. COURSE DESCRIPTION:

Spanish for Health Professionals is designed to give you a fundamental background in Spanish that is spoken in health settings, while teaching students about Hispanic culture and the current health situation of Hispanics in Lexington. Through simulated situations, readings, vocabulary exercises, projects, oral interviews, etc., students will learn to communicate, in Spanish, in a wide range of situations pertinent to health-related scenarios. This is a 100-level introductory course designed to promote a wide array of situations and vocabulary. While this course will begin with an overview of some basic grammatical principles of Spanish, we will continually relate all material to the health context.

4. STUDENT LEARNING OUTCOMES FOR SPA 151:

After completing 151, students should be able to:

- Develop, refine and use vocabulary, expressions, phrases and sentences, in Spanish, related to health scenarios;
- Develop knowledge, comprehension and oral expression and sentences, in Spanish, typically used in health-related situations;
- Develop knowledge, comprehension and written expression of vocabulary, expressions, phrases, and sentences, in Spanish, typically used in health-related situations;
- Develop the ability to conduct a dialogue, in Spanish, with a patient/client in a health-related interview in order to ascertain the patient's/client's health status.
- Develop the ability to ask the patient basic demographic questions, in Spanish: name, date of birth, family members, other relatives, friends, history of illnesses in the family, etc.
- Develop the ability to conduct a dialogue, in Spanish, with a patient/client in order to inquire further about the patient's/client's present health condition (hypertension, diabetes, heart condition, vision problems – or whichever health condition the patient/client may have.)

- Develop the ability to conduct a dialogue, in Spanish, with the patient/client in relation to matters related to the health status of the patient/client in areas outside the field of expertise of the student;
- Develop the ability to conduct a dialogue, in Spanish, with the patient/client in order to close the individual's visit/ appointment (review present health status, review care recommendations, medications, answer questions, address concerns, let the individual know about course of action to take, determine the date for a future (return) visit, etc.
- Discuss, in Spanish- similar to a clinical setting- in relative detail- the patient's diagnosis, treatment, course of action taken (or to take), medications, tests, procedures, prognosis, and other relevant information to the case – Name (s) of the patient (s), health professionals are to be kept in the strictest confidence. It is strongly suggested that cases are hypothetical situations.
- Write a 3 page paper in which a patient's/client's health condition is discussed (different from the previous item above). The following are recommendations/suggestions for this paper: diagnosis, tests, procedures, medications, treatment, social implications, family issues, current status, etc.

5. REQUIRED TEXTBOOKS:

Textbook: The print version of this text is available through the UK bookstore. Students may choose whether to buy the print or electronic version of this text. The e-book may be purchased at myspanishlab.com.

- **Rush, P., Houston, P. Spanish for Health Care, Prentice Hall, 2011 (second edition).**

Workbook: Students will need to be able to access the textbook website myspanishlab.com in order to complete workbook and other activities. An access code to the site is provided with the purchase of a new textbook. Purchasing access to the e-book will also provide students with access to myspanishlab.com and required activities.

English-Spanish/Spanish-English Medical Dictionary: Recommended:

- Rogers, Glen T., MD. English-Spanish Spanish-English MEDICAL Dictionary. McGraw-Hill Medical Publishing Division, 2007

6. OUTLINE OF THE CONTENT

Spanish for Health Professionals (SPA 151) is designed to give you a fundamental background in Spanish that is spoken in health settings, while teaching students about Hispanic culture and the current situation of Hispanics in Lexington. Through role-play situations, readings, vocabulary exercises, projects, oral interviews, etc., students will learn to communicate, in Spanish, in a wide range of situations pertinent to health careers. This is a 100-level introductory course designed to promote a wide array of situations and vocabulary. While this course will begin with an overview of some basic grammatical principles of Spanish, we will continually relate all material to the health context.

Topics Covered Include: Basic Spanish (greeting patients, saying goodbye), identifying yourself); Scheduling appointments; Gathering patient histories; Diet and nutrition; Diseases; Trauma; First Aid; Pediatrics; Physical examination; Surgery instruments, procedure; Cancer and AIDS. Sexually transmitted diseases; Men's and Women's health; Prenatal care; Social and mental health; Drug addiction. Alcoholism; Elder case; Dental health.

7. Minimum Technology Requirements:

Complete the following steps to make sure your computer is correctly configured and the necessary software is installed. **Note: You will not be able to access course material if you fail to complete these steps.**

1. Go to this site to check the **minimum hardware, software and browser requirements:** <http://wiki.uky.edu/blackboard/Wiki%20Pages/Bb9%20Hardware%20and%20Software%20Requirements.aspx>

2. Internet Explorer is NOT recommended for Blackboard. **Firefox is the recommended Internet browser for the course.** Go to <https://download.uky.edu/> to download a free version of Firefox. Log in with your **LINK BLUE** id and password and search for **Firefox**.

3. Go to <http://java.com> and click on the **Free Java Download** button. Run the installer to get the latest version.

4. You will also need **Flash, Adobe Acrobat Reader and QuickTime** movie player. Go to <http://wiki.uky.edu/blackboard/Wiki%20Pages/Browser%20Check.aspx> then click **BbGO!** If you do not have these installed, you can download them from this site.

5. To download **Windows Media Player**, click this link:
<http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>

6. Students and faculty can download **Microsoft Office Suite** (including Word and PowerPoint) from this site: <https://download.uky.edu/>.

7. Before beginning work on myspanishlab.com, students may wish to run the browser tune-up provided by that site to ensure that their computer has the proper software installed to run activities from that site. The browser tune-up can be found at http://www.myspanishlab.com/assets/Browser_Check/browser_check.html (please note that students will NOT be asked to complete activities that required WIMBA, thus there is no need to install this software).

If you experience technical difficulties contact the Customer Service Center at 859-218-HELP (4357) or by e-mail at helpdesk@uky.edu. Please also inform the course instructor when you are having technical difficulties.

Bb 101 for First-Time Online Students

This is a brief introduction for students using Blackboard for the first time.

- Go to <http://elearning.uky.edu> and log in with your **Link Blue ID**.
- Click on the Courses link near the top left of the page (to the right of My Bb and under the Library tab).
- In the Course Search line, type **Bb9-101** (exactly as you see it there, including the hyphen).
- Find the Course ID (first column) **Bb9-101-OnLine-Stu**, and click the down arrow next to the Course ID. Click **Enroll** then **Submit**.

8. **GRADING BREAKDOWN:**

The course grade will be determined as follows:

Written Practice	20%
Oral Practice	10%
Quizzes	20%
Simulated Situations	15%
Oral Presentation	15%
Final Research Project	10%

The following grading criteria will be used to determine the final grades for this course:

You can review your scores by going to **MY GRADES** in Blackboard (click on TOOLS first).

A 90-100 B 80-89 C 70-79 D 60-69 E 59 and below
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9. **Submission of Assignments**

All assignments must be submitted online. Assignments sent via e-mail will not be accepted/graded. If you have problems submitting an assignment, it is your responsibility to let your instructor know. Written assignments **MUST** be submitted as Microsoft Word files unless otherwise noted. All filenames should use only alpha-numeric characters (a-z, 0-9) before the file extension (example .doc or .docx). Example: SamAdamsEssay2.doc . Blackboard does not accept file names with characters like !@#%\$.

10. **WRITTEN PRACTICE (20%).**

Written practice for this class will consist of the following activities:

- Workbook activities found on myspanishlab.com
- Health history paper: Students will write a 250-300 word essay in which a patient's/client's health condition is discussed in Spanish. This paper will be submitted to the instructor in Word format using email.
- Vocabulary practice activities: to be completed on Blackboard via WebAssign
- Creation of 2 wikis: students will work in groups of 2-3 to create 2 wikis related to health and cultural topics of their choosing. These wikis will be created through Blackboard. Students will use the discussion forum to suggest topics and form groups related to these wikis.

11. **ORAL PRACTICE (10%).**

Oral practice for this class will consist of the following activities:

- Students will submit individual voice recordings of assigned activities from the text. These recordings will be approximately 10 minutes in duration. Six (6) such recordings will be assigned during the term. Recordings should be submitted via email to the instructor in .mp3 format and should observe the file-naming guidelines outlined above [**can we route these submissions through blackboard using podcasts or Adobe Connect Pro?*]
- Students will voice chat with other students 2 times during the semester using Adobe Connect Pro. Students will be assigned by the instructor to groups of 2 and will use activities from the textbook as a guide for their chat. These chats will be archived so that the instructor can provide feedback to students on their work.

12. **PARTICIPATION IN DISCUSSION FORUMS (10%).**

Students will participate in four (4) small group forums and two (2) large group forums during the course of the term using Blackboard discussion forums. Students will be graded individually based on their contribution to the discussion (ie: posing relevant questions to move the discussion forward, presenting appropriate information and vocabulary that helps the group to resolve questions, demonstrating knowledge of relevant vocabulary and grammatical concepts) and will be required to post a minimum number of times during a specified period of time.

- Small group forums (4): the instructor will assign students into groups of six using Blackboard. Each forum will require students to resolve, through group-discussion, a task-based language problem related to the health care setting.
- Large group forums (2): Students will be participate in a whole-class discussion forums in which with will ask questions of and interact with native Spanish speakers working in the medical field.

13. **QUIZZES (20%).**

Weekly quizzes will be administered via Blackboard [*using WebAssign?*]. These quizzes will test vocabulary, grammar, and cultural concepts and will include a component to check oral comprehension of spoken Spanish. Please note the following about completing on-line quizzes:

- Online quizzes will be submitted electronically through Blackboard and must be submitted by the stated deadline. The quiz will be available beginning 3 hours before the due date/time.
- It is your responsibility to make sure that you access the material during that time period. You can access the quiz any time during the 3-hour window but you can only access it once. Once you

access a quiz you have 30 minutes in which to complete and submit it. If you go over the time you will receive an automatic score of zero. It is your responsibility to watch the time and submit the quiz in time.

- Online quizzes are **CLOSED BOOK** examinations. You cannot use your textbook or any other notes when taking a quiz. You are on your honor to take the examination on your own without the assistance of any other person or materials.
- Multiple choice, true/false, and fill-in-the-blank questions will be automatically graded and your score will be available immediately. Essays and short answer responses will need to be manually graded.

If you experience technical difficulties contact the Customer Service Center at 859-218-HELP (4357) or by e-mail at helpdesk@uky.edu. Please also inform the course instructor when you are having technical difficulties.

14. **SIMULATED SITUATIONS (15%).**

Students will prepare and present in Spanish four (4) situations that typically take place in health settings. Two (2) of these situations will be completed as individual recordings and two (2) will be completed in the form of an oral interview with the instructor.

- Individual recordings: students will produce two (2) recordings of 3 minutes each in which the student provides health education, in Spanish, on a topic of his or her choosing. The health education content provided in the recording should be the student's original work and should reflect vocabulary, grammar, and cultural concepts learned in this class. Recordings should be submitted via email to the instructor in .mp3 format and should observe the file-naming guidelines outlined above [**can we route these submissions through blackboard using podcasts or Adobe Connect Pro?*].
- Interviews with instructor: students will meet with the instructor via video chat for 5 minutes using Adobe Connect Pro two (2) times during the semester. The instructor will provide students with a list of possible topics before hand and choose the topic to be discussed at the time of the interview. One interview will focus on patient intake and history taking and the other will simulate a clinical setting and be related to specific health topics. During this interview, the instructor will assume the role of the patient and the student will perform the role of health care provider. Students will be expected to conduct the interview and obtain necessary information from the instructor using vocabulary and grammar learned in class.

15. **ORAL PRESENTATIONS (15%).**

Each student will create a narrated PowerPoint presentation based on a health theme of his or her choosing. The presentation should reflect the original work of the student, be conducted entirely in Spanish, and should be narrated in the student's own voice. The presentation should be submitted via email to the instructor in the .ppt format by the date indicated in the class plan. The instructor will provide a list of software programs (ie, Jing) that allow students to narrate PowerPoint presentations. The PowerPoint should include images and demonstrate a creative approach to the presentation of the material. Students should not simply read their presentation word for word from the PowerPoint slides, rather their narration should supplement and expand upon the information presented in the slides.

Students will also submit a short essay in Spanish based on his/her oral presentation (250-300 words) in Word via email to the instructor by the date indicated in the class plan. The instructor will provide ideas or corrections in order to enhance your presentation. This essay will be worth 5% of the presentation grade.

16. **FINAL RESEARCH PROJECT.**

Each student will compose a 300-450 word essay that discusses, in Spanish, a topic of personal interest to the student related to the health care setting or provision of health care services to Hispanics. The essay

may address a particular health issue or disease process or may be based upon the student's experiences with or research about Hispanics in the health care setting. Topics may be as diverse as cultural issues/aspects in the health field, the health care systems in Spanish-speaking countries, or barriers to accessing care experienced by Hispanics in the U.S. The essay will be graded using the rubric called "Corrección de la Composición" found in the syllabus.

This project will be completed in three stages:

- A proposal outlining the essay topic, submitted to the instructor via email for approval.
- A first version of the essay in Word format submitted via email to the instructor. The instructor will provide feedback and corrections for this draft.
- A second version of the essay in Word format submitted via email to the instructor. This **second version is optional**. If the student chooses to submit a second version of his or her paper, the grade for the first version will constitute 40% of the final project grade and the grade for the second version will constitute 60% of the final project grade.

Important note: Please write this essay using your own Spanish. Make the best effort possible so that you use the previous knowledge acquired as well as the knowledge of Spanish gained in this course.

Do not, under any circumstances, use a native speaker to help you write the paper, or write the paper for you. Further, do not use the web to download materials, prewritten in Spanish, to compose this paper. I will be glad to help you with difficult grammar, related vocabulary or any other needs you may have. Any use of other Spanish materials from other individuals, or use of the web to present sentences, information, or other related information presented without proper citations or as your own work constitutes plagiarism and will result in a zero (0) for the final project.

17. POLICY ON ACADEMIC ACCOMMODATIONS

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/index.html>. The center will require current disability documentation. When accommodations are approved, the Center will provide you with a Letter of Accommodation which details the recommended accommodations. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754). Contact the DRC Director Jake Karnes 859.257.2754 or jkarnes@email.uky.edu.

18. ATTENDANCE

All course materials are online and it is YOUR responsibility to access material in a timely manner. To help keep you on track I have provided a Course Schedule that you should follow. The schedule is at the end of this syllabus and also in the UNITS tab on Blackboard. You are expected to spend a MINIMUM of 3-4 hours per day (5 days a week) working with the course material (including reading, writing, interacting with other students in the course, etc).

19. EXCUSED ABSENCE/MAKE-UP OPPORTUNITIES

Late assignments will be accepted only in the event of documented excused inability/absences as defined by **University Senate Rules V, 2.4.2**. Problems associated with your computer, procrastination, or forgetfulness are not acceptable excuses for late submission of assignments. It is YOUR responsibility to make sure that you access and submit assignments on time. **Note:** Once the deadline for submission has passed, these assignments will no longer be accessible on Blackboard.

Make-up quizzes will only be given for **DOCUMENTED** excused absences (or inabilities) **as defined by the University (Senate Rule V.2.4.2)** and are scheduled as needed. A missed quiz will result in a score of zero for that exam/quiz, unless an acceptable written excuse is presented within 36 hours of the missed quiz.

20. Distance Learning Library Services

(<http://www.uky.edu/Libraries/DLLS>)

- Carla Cantagallo, DL Librarian, Email: dlservice@email.uky.edu
- Local phone number: 859. 257.0500, ext. 2171;
- Long-distance phone number: (800) 828-0439 (option #6)

21. ACADEMIC INTEGRITY, CHEATING AND PLAGIARISM.

PLAGIARISM and CHEATING are serious academic offenses. The following is an excerpt taken from the "Students Rights and Responsibilities Handbook, University of Kentucky" regarding cheating:

- *"Cheating is defined by its general usage. It includes, but is not limited to, the wrongful giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade."*

The following is an excerpt taken from the "Students Rights and Responsibilities Handbook, University of Kentucky" regarding plagiarism:

- *"All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression."*
- *"When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism."*
- *"Plagiarism includes reproducing someone else's work..... If the words of someone else are used, the student MUST put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic."*

Charges of an academic offense will be made against any student that cheats or commits plagiarism.

Penalties for such an offense will be assessed according to University Regulations regarding Academic Offenses. The most severe penalties include suspension or dismissal from the University. **I have a zero-tolerance policy regarding academic offenses.**

NOTE* In addition to the circumstances listed above, the following activities are considered evidence of cheating:

- 1) Any talking to another student during an examination.
- 2) Looking at another students' work during an examination, or allowing another student to look at your work.
- 3) Collaborating with another student on an examination and/or submitting an assignment that is similar in wording or sentence construction to the work of another student in the class, unless the assignment has been identified as a group assignment.

22. APPROPRIATE ON-LINE BEHAVIOR:

Students are expected to maintain decorum that includes respect for other students and the instructor, to regularly log in to the course, and to display an attitude that seeks to take full advantage of the educational opportunity. All students are expected to be prepared to work and actively participate in class activities.

Virtual communication and discussion "in cyberspace" occur in a social environment where normal rules of social interaction apply. The remoteness of the recipients is no excuse to behave in an anti-social manner and post unacceptable messages.

Unacceptable messages include those that harass, intimidate, threaten, belittle, ridicule, expressed hatred for, or aggression toward others. Let us be mindful to avoid words that imply that some groups of people are less worthy than others (e.g., avoid racist, sexist, anti-Semitic, age-ist, and homophobic language).

Discussion board and other electronic communication for this course should relate only to the course subject matter, generally respond to the instructor threads, and always seek to further the aims of that particular discussion forum or chat session (e.g., stay on topic).

Contributions to discussion boards and synchronous chat are the intellectual property of the authors. Students who quote another person in class projects, publications or even in remarks made on the discussion board should always acknowledge the source of that quote (e.g., do not plagiarize your classmates).

Personal comments about other users and their views should not be placed in any of our Blackboard course areas that are viewable by other users.

Do not copy private messages to another person without the author's explicit permission. Consult the UK Student Rights and Responsibilities regarding the steps for addressing unresolved academic issues at <http://www.uky.edu/StudentAffairs/Code/part2.html>

23. **METHOD**

TO: Students enrolled in SPA 151-401

FROM: Director of Elementary Language Instruction

SUBJECT: Spanish for Health Professionals

The goal of Spanish for Health Professionals is to develop the ability of the student to communicate in Spanish (orally and in writing) at a basic level with an appropriate level of linguistic accuracy. The emphasis will be establishing meaningful communication with patients/clients, in a clinical setting, rather than on learning isolated grammatical structures.

Research in second language acquisition suggests that two of the most important factors in second language acquisition are: 1) input and 2) student motivation:

- **COMPREHENSIBLE INPUT:** It is one of the crucial factors in second language acquisition. Comprehension will be facilitated through the use of simple, contextualized language and with the help of visual cues. Although it may be frustrating at first, the more you are exposed to the target language, the more you will understand. You must be patient with yourself and try to capture as much as possible. This leads to the second important factor involved in the process of language acquisition-MOTIVATION.
- **MOTIVATION AND WHAT IT IMPLIES:** The students who excel in a Spanish course are those who make a serious effort to understand and use the language; they are open to new learning experiences and put in the time required to be able to participate actively in class activities.

24. **IF PROBLEMS ARISE**

You should talk to your instructor first. If the problem is still unresolved, contact the Academic Coordinator, Dr. Irene Chico-Wyatt in POT 1121 and, finally, the Director of Elementary Language Instruction, Dr. Yanira Paz.

CORRECCIÓN DE LA COMPOSICIÓN (Número total de puntos: 100)

NAME: _____

Grade: _____

Ideas y Contenido: knowledge of the subject, through development, relevance to assigned topic

30-27	Excelente- Muy Buena	30	29	28	27		
26-22	Buena – Adecuada		26	25	24	23	22
21-17	Regular – Mala		21	20	19	18	17
16-13	Inadecuada		16	15	14	13	

Organización: fluent expression, use of supporting ideas, organization, logical sequence,

20-18	Excelente- Muy Buena	20	19	18		
17-14	Buena – Adecuada		17	16	15	14
13-10	Regular – Mala		13	12	11	10
9-7	Inadecuada		9	8	7	

Uso del lenguaje: effective use of grammatical structures, agreement, tenses, number, articles, pronouns, preposition, word order.

25-22	Excelente- Muy Buena	25	24	23	22	
21-18	Buena – Adecuada		17	16	15	14
17-11	Regular – Mala		13	12	11	10
10-5	Inadecuada		10	9	8	7

Vocabulario: effective use of acquired vocabulary, choice of words, and register.

20-18	Excelente- Muy Buena	20	19	18		
17-14	Buena – Adecuada		17	16	15	14
13-10	Excelente- Muy Buena	13	12	11	10	
9- 7	Buena – Adecuada		9	8	7	

Uso de convenciones: mastery of conventions: spelling, punctuation, capitalization, paragraphing.

5	Excelente- Muy Buena	5	
4	Buena – Adecuada		4
3-2	Excelente- Muy Buena	3	2
1	Buena – Adecuada		1

Adapted from Jacobos, Holly et al. Testing ESL Composition. Newbury House Publ.

CÓDIGO PARA CORREGIR LA COMPOSICIÓN

Code	Meaning	First sentence has errors- Second sentence is correct
AGR	<i>Agreement:</i> -Number: singular or plural -Gender: masculine or feminine	Las botas verde . = Las botas verdes . La mapa es bonita . = El mapa es bonito .
ART	<i>Article:</i> -Incorrect form of article: Definite or indefinite -Missing article where it should be used	La mapa está en la oficina. = El mapa está en la oficina. Tengo bicicleta en garaje. = Tengo la bicicleta en el garaje.
IP	<i>Incorrect Pronoun:</i> -Used the incorrect pronoun: Direct, indirect, reflexive, object of preposition -Missing pronoun	Mis padres ayudaron mi . = Mis padres me ayudaron a mí . Escribí una carta a ella. = Le escribí una carta a ella. Yo levanto a las seis, y visto con ropa. = Me levanto a las seis y me visto.
MW	<i>Missing Word</i> , required by Spanish grammar: Article, personal 'a,' prepositions like 'por' or 'para,' conjunctions like 'que,' etc.	Vamos bailar esta noche. = Vamos a bailar esta noche. Compré este libro Teresa. = Compré este libro para Teresa.
RP	<i>Misuse of relative pronoun:</i> -Incorrect relative pronoun -Omission of relative pronoun	El niño quien bebe agua es Juan. = El niño que bebe agua es Juan. La historia te dije es cierta. = La historia que te dije es cierta
P	<i>Punctuation:</i> -Incorrect punctuation or Lack of punctuation	Dónde vivo? Vivo en España = ¿Dónde vivo? Vivo en España.
P/I	<i>Misuse of Preterite or Imperfect:</i>	Cuando fui pequeño, fui a la playa. = Cuando era pequeño, iba a la playa.
PP	<i>Personal Pronoun:</i> -Unnecessary or inappropriate use of subject pronoun -Omission of subject pronoun where it is needed	Yo como a las doce, yo trabajo después y yo salgo a las 8 de la noche. = Como a las doce, trabajo después y salgo a las 8 de la noche. Salgo y salen también. = Yo salgo y ellos salen también.
S	<i>Subjunctive:</i> -Incorrect use of subjunctive. Failure to use subjunctive	Quiero que tú vienes a mi casa. = Quiero que tú vengas a mi casa.
S/E	<i>Misuse of Ser or Estar:</i> -One of these verbs used incorrectly in place of the other	Tú estás moreno y muy alto. = Tú eres moreno y muy alto. Chile es en América del Sur. = Chile está en América del Sur.
SP	<i>Spelling mistake:</i> -Improper capitalization or improper use of lower-case. -Error in spelling. -Missing written accent or error in placing of written accent	madrid es una ciudaz facil de amar. = Madrid es una ciudad fácil de amar.
STR	<i>Structure mistake:</i> -Word placement or direct translation from English (when it's not expressed that way in Spanish)	Yo tuve un buen tiempo . = Yo me divertí.
SW	<i>Superfluous word(s)= OMIT</i>	Juan él busca por empleo = Juan busca empleo
VF	<i>Verb form:</i> -Correct tense but incorrect form	Mi novio y yo comen . = Mi novio y yo comemos .
VT	<i>Verb tense:</i> -Incorrect choice of tense. -Error in formation of tense. -Incorrect sequence of tenses	La semana pasada voy a una fiesta. = La semana pasada fui a una fiesta.
VOC	<i>Vocabulary:</i> -Wrong word or poor choice of words -Spanglish	Juan dropeó su clase de física. = Juan canceló su clase de física. Yo tomé notas en clase. = Yo tomé apuntes en clase.
WC	<i>Wrong word choice</i> , from grammatical point of view: -por /para -buen /bueno -gran /grande etc.	El niño gran es mi primo. = El niño grande es mi primo. Era un bueno ejemplo. = Era un buen ejemplo.
WO	<i>Word Order:</i> -Incorrect word position	Tengo una azul chaqueta . = Tengo una chaqueta azul .
=	<i>Same mistake marked before</i>	
?	<i>Illegible: what are you talking about?</i>	
↔	You need to <i>combine sentences</i> and use complex sentences	Ella es mi hermana. Ella se llama Elena. Tiene 18 años. = Mi hermana Elena tiene 18 años.

Scale for Evaluating Oral Presentations

Name: _____ **Date:** _____ **Score:** _____

Grammar: _____ x 5= _____

- 4.5 - 5.0 Usage of required concepts is almost perfect in any given context.
- 4.0- 4.4 Makes some grammatical mistakes, which generally would not affect meaning (i.e., agreements, participle vs. infinitive, wrong past participles, etc.).
- 3.5-3.9 Makes more serious mistakes, which could give unintended meaning (i.e., conjugation, tense inconsistency, word order mistakes, etc.).
- 3.0-3.4 Meaning frequently obscured by grammatical mistakes.
- 2.5-2.9 Unsatisfactory.

Fluency : _____ x 5= _____

- 4.5 - 5.0 No more than a normal “thoughtful” delay in formulation of thought into speech.
- 4.0- 4.4 Hesitates longer than necessary to find the right word.
- 3.5-3.9 Narrative somewhat disjointed because of pauses.
- 3.0-3.4 Painful pauses make speech hard to follow.
- 2.5-2.9 Unsatisfactory.
- 0 The presentation was totally read from notes/paper/cards/ PowerPoint presentation.

Pronunciation: _____ x 5= _____

- 4.5 - 5.0 Demonstrates knowledge of correct pronunciation and intonation; makes very few mistakes.
- 4.0- 4.4 Some mispronunciation, but meaning is still clear.
- 3.5-3.9 Pronounced foreign accent which requires trained listening.
- 3.0-3.4 Meaning is frequently obscured because of poor pronunciation.
- 2.5-2.9 Unsatisfactory.

Content: _____ x 5= _____

- 4.5 - 5.0 Displays communicative case within a given context.
- 4.0- 4.4 Says more than the strict minimum.
- 3.5-3.9 Situation handled adequately though minimally.
- 3.0-3.4 Says less than the strict minimum.
- 2.5-2.9 Situation handled only partially or in a totally unsatisfactory manner.

Comments:

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: SPA 151	Date: 11/12/10
Instructor Name: Haralambos Symeonidis	Instructor Email: haralambos.symeonidis@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
	Hybrid <input type="checkbox"/>

Curriculum and Instruction	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>Within the 8 week Summer Session weekly assignments and activities will be facilitated through the tools (discussion board, assignments submission, etc) within Blackboard. Instructor office hours are provided on the syllabus.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>The course design is consistent with the classroom-based syllabus. Recorded Lectures will be provided through blackboard. Asynchronous communication and collaboration tools within Blackboard in addition to Synchronous communication/collaboration using Adobe Connect Pro will support a similar experience to that of the classroom with appropriate adjustments in time expectations.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>The LinkBlue authentication in Blackboard and authentication provided by UK-IT in Adobe Connect Pro will be followed.</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No. This is a service course to health professionals.</p> <p>If yes, which percentage, and which program(s)? n/a</p> <p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

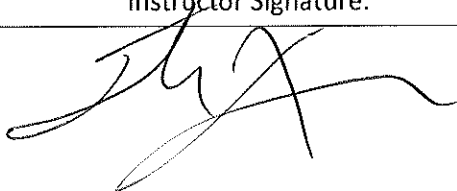
Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>Distance Learning Library Services, Lectures, exams, assignments, quizzes through Blackboard.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Additional materials are accessible through DL Library Services</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>No laboratories are required. Student assessment are individual. No group projects are required.</p>
<i>Student Services</i>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>The syllabus lists minimum tech requirements and UK-IT helpdesk numbers and URL's are listed for technical issues</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

10.	Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input type="checkbox"/> The technological requirements for the course. <input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/ ; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/ ; 859-257-1300). <input type="checkbox"/> Procedure for resolving technical complaints. <input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input type="checkbox"/> Maximum timeframe for responding to student communications. <input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none">○ "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." <input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <ul style="list-style-type: none">○ Carla Cantagallo, DL Librarian○ Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)○ Email: dllservice@email.uky.edu○ DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Haralalmbos Symeonidis Instructor Signature: 

University Senate Syllabi Guidelines

General Course Information

- Full and accurate title of the course.
- Departmental and college prefix.
- Course prefix, number and section number.
- Scheduled meeting day(s), time and place.

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name.
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor.
- Office phone number.
- Office address.
- UK email address.
- Times of regularly scheduled office hours and if prior appointment is required.

Course Description

- Reasonably detailed overview of the course.
- Student learning outcomes.
- Course goals/objectives.
- Required materials (textbook, lab materials, etc.).
- Outline of the content, which must conform to the Bulletin description.
- Summary description of the components that contribute to the determination of course grade.
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s).
- Final examination information: date, time, duration and location.
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for *undergraduate* students.
- For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for *graduate* students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.).
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus.
- Policy on academic accommodations due to disability. Standard language is below:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies

- Attendance.
- Excused absences.
- Make-up opportunities. (*arranged per incident*)
- Verification of absences.
- Submission of assignments.
- Academic integrity, cheating & plagiarism.
- Classroom behavior, decorum and civility.
- Professional preparations.
- Group work & student collaboration.

**UNIVERSITY OF KENTUCKY
DEPARTMENT OF HISPANIC STUDIES
SPA 151 Section 401: Spanish for Health Professionals
Fall 2010**

Class meeting time & place: T R 6:00 PM-7:15 PM College of Nursing Room 214 NURS	
Instructor: Dr. Raúl F. Lagos	Office: _____
E-mail: raul.lagos@uky.edu	Office hours: _____
Phone number: 859-257-1565	
Course Developers: Haralambos Symeonidis, Raúl F. Lagos	

1. VIRTUAL OFFICE HOURS:

Generally, the fastest way to contact me is through e-mail. I will check my e-mail (for the SPA 151 subject lines) regularly during the day (M-F). E-mails received before 3pm on a weekday will be responded to on that day. E-mails received after 3pm will be responded to by 9am the following morning. E-mails received after 3pm on Friday will be responded to by Monday at 9am. For face-to-face, telephone or SKYPE appointments: e-mail me to set up a meeting time.

2. COURSE DESCRIPTION:

Spanish for Health Professionals is designed to give you a fundamental background in Spanish that is spoken in health settings, while teaching students about Hispanic culture and the current situation of Hispanics in Lexington. Through **role-play situations**, readings, vocabulary exercises, projects, oral interviews, etc., students will learn to communicate, in Spanish, in a wide range of situations pertinent to health-related scenarios. This is a 100-level introductory course designed to promote a wide array of situations and vocabulary. While this course will begin with an overview of some basic grammatical principles of Spanish, we will continually relate all material to the health context.

3. STUDENT LEARNING OUTCOMES FOR SPA 151:

After completing 151, students should be able to:

- Develop, refine and use vocabulary, expressions, phrases and sentences, in Spanish, related to health scenarios;
- Develop knowledge, comprehension and oral expression and sentences, in Spanish, typically used in health-related situations;
- Develop knowledge, comprehension and written expression of vocabulary, expressions, phrases, and sentences, in Spanish, typically used in health-related situations;
- Develop the ability to conduct a dialogue, in Spanish, with a patient/client in a health-related interview in order to ascertain the patient's/client's health status.
- Develop the ability to ask the patient basic demographic questions, in Spanish: name, date of birth, family members, other relatives, friends, history of illnesses in the family, etc.
- Develop the ability to conduct a dialogue, in Spanish, with a patient/client in order to inquire further about the patient's/client's present health condition (hypertension, diabetes, heart condition, vision problems – or whichever health condition the patient/client may have..)
- Develop the ability to conduct a dialogue, in Spanish, with the patient/client in relation to matters related to the health status of the patient/client in areas outside the field of expertise of the student;

- Develop the ability to conduct a dialogue, in Spanish, with the patient/client in order to close the individual's visit/ appointment (review present health status, review care recommendations, medications, answer questions, address concerns, let the individual know about course of action to take, determine the date for a future (return) visit, etc.
- Discuss, in Spanish- similar to a clinical setting- in relative detail- the patient's diagnosis, treatment, course of action taken (or to take), medications, tests, procedures, prognosis, and other relevant information to the case – Name (s) of the patient (s), health professionals are to be kept in the strictest confidence. It is strongly suggested that cases are hypothetical situations.
- Write a 3 page paper in which a patient's/client's health condition is discussed (different from the previous item above). The following are recommendations/suggestions for this paper: diagnosis, tests, procedures, medications, treatment, social implications, family issues, current status, etc.

4. **REQUIRED TEXTBOOKS:** These texts are available in UK bookstores.

-Melston, S., et al. Spanish for Health Worktext. Heinle&Heinle, 2000. (correct edition)

-Rogers, Glen T., MD. English-Spanish Spanish-English MEDICAL Dictionary. McGraw-Hill Medical Publishing Division, 2007 OR

- Any English-Spanish/Spanish-English Medical Dictionary.

Books may be purchased from the following stores.

- Kennedy Bookstore, 405 S. Limestone, (859) 252-0331
or go to the website: <http://www.kennedys.com>
- Wildcat Text Books, 563 S. Limestone, (859) 225-7771
or go to the website: <http://www.wildcattext.com>
- UK Bookstore 106 Student Center Annex, (859) 257-6304
or go to the website: <http://www.uk.bkstr.com>

5. **OUTLINE OF THE CONTENT**

Spanish for Health Professionals (SPA 151) is designed to give you a fundamental background in Spanish that is spoken in health settings, while teaching students about Hispanic culture and the current situation of Hispanics in Lexington. Through role-play situations, readings, vocabulary exercises, projects, oral interviews, etc., students will learn to communicate, in Spanish, in a wide range of situations pertinent to health careers. This is a 100-level introductory course designed to promote a wide array of situations and vocabulary. While this course will begin with an overview of some basic grammatical principles of Spanish, we will continually relate all material to the health context.

Topics Covered Include:

Basic Spanish (greeting patients, saying goodbye), identifying yourself); Scheduling appointments; Gathering patient histories; Diet and nutrition; Diseases; Trauma; First Aid; Pediatrics; Physical examination; Surgery instruments, procedure; Cancer and AIDS. Sexually transmitted diseases; Men's and Women's health; Prenatal care; Social and mental health; Drug addiction. Alcoholism; Elder case; Dental health.

Minimum Technology Requirements:

Complete the following steps to make sure your computer is correctly configured and the necessary software is installed. **Note: You will not be able to access course material if you fail to complete these steps.**

1. Go to this site to check the minimum hardware, software and browser

requirements:<http://wiki.uky.edu/blackboard/Wiki%20Pages/Bb9%20Hardware%20and%20Software%20Requirements.aspx>

2. Internet Explorer is NOT recommended for Blackboard. **Firefox is the recommended Internet browser for the course.** Go to <https://download.uky.edu/> to download a free version of Firefox. Log in with your **LINK BLUE** id and password and search for **Firefox**.

3. Go to <http://java.com> and click on the **Free Java Download** button. Run the installer to get the latest version.

4. You will also need **Flash, Adobe Acrobat Reader and QuickTime** movie player. Go to <http://wiki.uky.edu/blackboard/Wiki%20Pages/Browser%20Check.aspx> then click **BbGO!** If you do not have these installed, you can download them from this site.

5. To download **Windows Media Player**, click this link:
<http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>

6. Students and faculty can download **Microsoft Office Suite** (including Word and PowerPoint) from this site: <https://download.uky.edu/>.

If you experience technical difficulties contact the Customer Service Center at 859-218-HELP (4357) or by e-mail at helpdesk@uky.edu. Please also inform the course instructor when you are having technical difficulties.

Bb 101 for First-Time Online Students

This is a brief introduction for students using Blackboard for the first time.

- Go to <http://elearning.uky.edu> and log in with your **Link Blue ID**.
- Click on the Courses link near the top left of the page (to the right of My Bb and under the Library tab).
- In the Course Search line, type **Bb9-101** (exactly as you see it there, including the hyphen).
- Find the Course ID (first column) **Bb9-101-OnLine-Stu**, and click the down arrow next to the Course ID. Click **Enroll** then **Submit**.

6. GRADING BREAKDOWN:

The course grade will be determined as follows:

Homework, Class Participation, Attendance	10%
Vocabularies	20%
Simulation Situations	20%
Oral Presentation- 10%/ Essay for Presentation 5%	15%
Examination	20%
Final Project/Composition	15%

The following grading criteria will be used to determine the final grades for this course: You can review your scores by going to **MY GRADES** in Blackboard (click on **TOOLS** first).

A 90-100 B 80-89 C 70-79 D 60-69 E 59 and below
--

7. Submission of Assignments

All assignments must be submitted online. Assignments sent via e-mail will not be accepted/graded. If you have problems submitting an assignment, it is your responsibility to let your instructor know. Written assignments **MUST** be submitted as Microsoft Word files unless otherwise noted. All filenames should use only alpha-numeric characters (a-z, 0-9) before the file extension (example .doc or .docx). Example: SamAdamsEssay2.doc . Blackboard does not accept file names with characters like !@#%\$.

8. QUIZZES.

Unannounced quizzes will be given throughout the semester, especially if attendance slips or students come unprepared to class, to reinforce important homework assignments. These pop quizzes will be graded as homework assignments. There will not be any make-ups for pop quizzes.

9. VOCABULARIES.

Activities related to vocabularies will involve study of the words. Grades will be assigned as follows> Students will study the vocabularies assigned. Students will write as many words as possible, in Spanish, in class. The students who write the higher number of correct words in Spanish will earn the higher grades. Students with the lower number of correct vocabulary words will earn lower grades. Example: Student A writes 52 words (100); B, 43 (99); C, 40 (98); D 35 (97) and so on.

The specific vocabularies on which you will be writing the words will be announced one class prior to the actual activity.

10. SIMULATION SITUATIONS (SS):

From EACH CHAPTER (CAPÍTULO), all students (**who will be identified in advance, either volunteers or assigned**) will choose an activity to simulate and present, in class, in Spanish, for a grade. These activities simulate those that typically take place in health settings. These activities will appear in your textbook with the following names: *Diálogo, ¿Comprende? ¡Practicemos! ¡Escuchemos! ¡Hablemos! ¡La Situación!* In addition, you may present (talk), in Spanish, about any of the sections called *¿Sabía Ud. que...?* and *Nota Cultural*.

Every student will have to present a minimum of 3 of these items during the semester. Be sure to let me know, in advance, which activity you plan to present, and whether you will present individually or as a dialogue (a pair of students).

If you wish to present more, we would need to plan such activities in advance in order to allocate time. All of these activities will be for a grade. Parameters for the grade include the following: i. Preparation; ii. Communication; iii. Completed as scheduled; iv. Pronunciation; v. Intonation;

11. ORAL PRESENTATIONS (And essays for the presentation)

For this presentation, the class will be divided into groups of approximately an equal number of students. Each group will give a **20-30 minute presentation, in Spanish, based on one of the themes related to health.**

If time permits, after the presentation, time may be dedicated for further discussion on the topics. Each member in the group will be expected to successfully demonstrate the ability to field questions in their topic area. Handouts, transparencies, Power Point presentations or other visual aids **are required as ways to display information during the presentation.**

Each group will provide **an outline of their presentation** to the class the day of the presentation. In addition, each person in the group will write a short essay in Spanish based on his/her oral presentation (300-400 words) to be given to the instructor in advance of the presentation in such a way that he/she can

provide ideas or corrections in order to enhance your presentation (See schedule for due date in the syllabus).

Each member of the group will have to present a different aspect of the topic based on his/her individual research. It is important that the groups get together before the presentation in order to organize the information gathered by each person, and to make related strategic decisions. Under no circumstances can two or more students in the group present the same information to the class during an oral presentation. Very important caveat: nobody will be allowed to read the presentation from a paper, a note card, the poster board or the PowerPoint presentation.

If a member of the group misses class the day of his/her group presentation, he/she **will not be able to make up** the presentation and will get a zero (0) for this assignment. Be aware that oral presentations will take place the last week of class. Therefore, it would be impossible for you to make up this activity once you miss it. The oral presentation represents 10% of the final grade and essay 5% of the final grade.

Also note, that even if students have completed the oral presentation, they are not excused for the rest of the semester. Once students have completed their oral presentations, they must continue attending class. Those who are finished with their presentations will still have to take notes, in Spanish, on the presentations of the other students. The parameters of these write-ups include the following items: write, in Spanish, single words (1 point), phrases (2 points), sentences (3 points). Those students writing the most number of these items, and getting the most number of points, will get the higher scores. For example, student 1= 89 points (100%); student 2 = 75 points (99%); student 3= 70 points (98%); student 4 = 65 points (97%), etc. The oral presentations will be graded using the rubric called "Scale for Evaluating Oral Presentations". This rubric is included on page 16 of this syllabus.

12. EXAMINATIONS:

In the semester there will be 2 in-class exams that may include an audiovisual comprehension section as well as a reading comprehension section. The two exams are 20% of your final grade.

13. FINAL PROJECT/COMPOSITION.

Each student will complete a short final project for the course; based upon his/her involvement, experiences or research about Hispanics in Lexington's health communities, or other areas of the country. This project may involve health resources, programs, activities or any theme or aspect related to health and related topics. The written work will be in Spanish and the minimum is 5 pages. Important note: Please write this paper using your own Spanish (errors and all). Do not, under any circumstances, use a native speaker to help you write the paper, or write the paper for you. Further, do not use the web to download materials, prewritten in Spanish, to compose this paper. I will be glad to help you with difficult grammar, related vocabulary or any other needs you may have. Any use of other Spanish materials from other individuals, or use of the web to present sentences, information, or other related information as your own constitutes plagiarism and it will result in a zero (0) for the final project.

Write your own paper, with errors and all. Make the best effort possible so that you use the previous knowledge acquired as well as the knowledge of Spanish gained in this course.

Topics for this paper are not limited to the topics listed above. Topics may be as diverse as cultural issues/aspects in the health field, the health care systems in Spanish-speaking countries. Students may certainly propose these topics to me for approval (in advance) in order to facilitate this process.

The final project/composition will be graded using the rubric called "Corrección de la Composición". This rubric is included on page 14 of this syllabus. The Code for the corrections of the Composición is on page 15.

14. POLICY ON ACADEMIC ACCOMMODATIONS

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/index.html>. The center will require current disability documentation. When accommodations are approved, the Center will provide you with a Letter of Accommodation which details the recommended accommodations. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754). Contact the DRC Director Jake Karnes 859.257.2754 or jkarnes@email.uky.edu.

15. ATTENDANCE POLICY / PARTICIPATION

1. Attend all classes. Frequent absences and tardiness reduce your opportunity to receive Spanish input and practice the language. Further, the absences and the tardies do significantly impact learning opportunities and they will also affect your grades. The rubric used for the determination of class participation points is called "Participation Guidelines". This rubric is included in this syllabus.

You are expected to attend every course meeting, and to participate actively in course activities. Each unexcused absence from class will result in the loss of participation points for that period. Written exams can only be made up if you present a valid, university-approved excuse.

16. PARTICIPATION, ASSIGNMENTS, AND EXCUSED ABSENCES.

Participation guidelines with regard to attendance will be strongly enforced. Students will be permitted to turn in late assignments three (3) times during the semester as long as they provide documentation for each of the three (3) **EXCUSED ABSENCES** no later than "one (1) week after the absences" (University Senate Rules 5.2.4.2, B -16). Examples of written documentation include a university letter from your advisor or the dean of your college, a doctor's note, or a copy of the obituary in case of a death in the family. **No excuses will be accepted** to recover participation points lost because of any other absences. In case of an absence, it is the student's responsibility to contact a classmate and find out what was done and what is due next class. Remember: class participation constitutes 10% of the final grade.

A faculty member **MUST** verify any illness with a Health Service physician. **No excuses will be accepted** to recover participation points lost because of any other absences. In addition, you should make every effort to be on time, as three late arrivals will count as an absence.

After each regular exam, your instructor will evaluate your participation and determine your grade based on the guidelines attached to this syllabus. In order to ensure a good participation grade, students are expected to attend class, prepare dialogues, vocabularies and related activities at home, prior to each class. In other words, always be prepared to use the Spanish you have learned in conversational situations that relate to health and related areas.

The rubric for the Class Participation grade is on page 13 of this syllabus.

17. Distance Learning Library Services

(<http://www.uky.edu/Libraries/DLLS>)

- Carla Cantagallo, DL Librarian, Email: dlservice@email.uky.edu
- Local phone number: 859. 257.0500, ext. 2171;
- Long-distance phone number: (800) 828-0439 (option #6)

18. ACADEMIC INTEGRITY, CHEATING AND PLAGIARISM.

Appropriate Online Behavior:

Students are expected to maintain decorum that includes respect for other students and the instructor, to regularly log in to the course, and to display an attitude that seeks to take full advantage of the educational opportunity. All students are expected to be prepared to work and actively participate in class activities.

Virtual communication and discussion "in cyberspace" occur in a social environment where normal rules of social interaction apply. The remoteness of the recipients is no excuse to behave in an anti-social manner and post unacceptable messages.

Unacceptable messages include those that harass, intimidate, threaten, belittle, ridicule, expressed hatred for, or aggression toward others. Let us be mindful to avoid words that imply that some groups of people are less worthy than others (e.g., avoid racist, sexist, anti-Semitic, age-ist, and homophobic language). Discussion board and other electronic communication for this course should relate only to the course subject matter, generally respond to the instructor threads, and always seek to further the aims of that particular discussion forum or chat session (e.g., stay on topic).

Contributions to discussion boards and synchronous chat are the intellectual property of the authors. Students who quote another person in class projects, publications or even in remarks made on the discussion board should always acknowledge the source of that quote (e.g., do not plagiarize your classmates).

Personal comments about other users and their views should not be placed in any of our Blackboard course areas that are viewable by other users.

Do not copy private messages to another person without the author's explicit permission. Consult the UK Student Rights and Responsibilities regarding the steps for addressing unresolved academic issues at <http://www.uky.edu/StudentAffairs/Code/part2.html>

Plagiarism

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these *Rules* shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Cheating

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board. [US: 12/12/05]E
SEPTEMBER 2009 UNIVERSITY OF KENTUCKY SENATE RULES

19. METHOD

TO: Students enrolled in SPA 151-401
FROM: Director of Elementary Language Instruction
SUBJECT: Spanish for Health Professionals

The goal of Spanish for Health Professionals is to develop the ability of the student to communicate in Spanish (orally and in writing) at a basic level with an appropriate level of linguistic accuracy. The emphasis will be establishing meaningful communication with patients/clients, in a clinical setting, rather than on learning isolated grammatical structures.

Research in second language acquisition suggests that two of the most important factors in second language acquisition are: 1) input and 2) student motivation

20. COMPREHENSIBLE INPUT

It is one of the crucial factors in second language acquisition. Therefore, it is extremely important to use Spanish, as much as possible, in the classroom. Comprehension will be facilitated through the use of simple, contextualized language and with the help of visual cues. Although it may be frustrating at first, the more you are exposed to the target language, the more you will understand. Remember, it is assumed that you will not understand and be able to respond to everything that the instructor says. You must be patient with yourself and try to capture as much as possible. This leads to the second important factor involved in the process of language acquisition-MOTIVATION.

21. MOTIVATION AND WHAT IT IMPLIES.

The students who excel in a Spanish course are those who make a serious effort to understand and use the language; they are open to new learning experiences and put in the time required to be able to participate actively in class activities. The three hours of class time per week will be dedicated to **using the language and not to talking about the language. This means that it is imperative that students come to class prepared.** The instructor will organize communicative activities for the class hour; he will not spend a significant amount of time explaining grammar. The instructor will provide helpful grammatical instructions and related grammatical exercises. It is very important for everyone to prepare/review and complete these exercises in advance- as directed by the instructor. Further, your instructor will be more than happy to explain difficult grammar points during his/her office hours, if the need arises.

Try to think of the class hour as the place to use the Spanish you have learned. The ultimate goal is, of course, to use the Spanish you have learned in your clinical setting.

22. SUCCESSFUL PROGRESS IN A FOREIGN LANGUAGE COURSE

requires that students keep up with assigned material. **Class discussions** and **exercises** are also essential. For these reasons, daily attendance is strongly recommended. Failure to attend class regularly results in missed opportunities to **practice the language**. Please note that **active participation is crucial** in learning a second language, therefore if you are not in class you will not be able to participate.

23. 20. CLASS PREPARATION AND HOMEWORK.

Prepare dialogues, vocabularies and related activities at home, **prior to each class**. In other words, always be prepared to use the Spanish you have learned in conversational situations that relate to health and related areas. In order to study for this course you should count on spending at **least two hours preparing for each class meeting**. Homework is 10% of the final grade.

It is important that you find a way to review the vocabulary and material presented in class. Although I will not always collect homework from the text, the exercises in the text are excellent resources for review purposes and I expect you to study and review them. Periodically, I will assign brief written assignments. **These exercises, the dialogues, vocabularies and related class activities will constitute a significant basis for the exams.**

Homework is a fundamental part of any language course. You must complete it on time and do your best. Remember, making mistakes is a natural part of the learning process, especially language learning. You should complete all the homework as it is specified in the syllabus. This system will allow immediate feedback to your activities. Please consult your teacher if you do not understand any aspect of your graded assignment.

24. IF PROBLEMS ARISE

you should talk to your instructor first. If the problem is still unresolved, contact the Academic Coordinator, Dr. Irene Chico-Wyatt in POT 1121 and, finally, the Director of Elementary Language Instruction, Dr. Yanira Paz.

Fall 2010

HISPANIC STUDIES DEPARTMENT
SPA 151-401: SPANISH FOR HEALTH PROFESSIONALS
UNIVERSITY OF KENTUCKY
FALL 2010

SCHEDULE OF CLASSES

The Instructor could make changes at any time in order to ensure the progress of the course

DATES	LESSON	TO COMPLETE	
1. THU 8/26	<p>INTRODUCTION TO THE COURSE TOPICS TO BE DISCUSSED: 1. COURSE DESCRIPTION 2. STUDENT LEARNING OUTCOMES FOR SPA 151-401 3. REQUIRED TEXTBOOKS 4. OUTLINE OF THE CONTENT; 5. GRADING BREAKDOWN 6. QUIZZES 7. VOCABULARIES 8. SIMULATION SITUATIONS; 9. ORAL PRESENTATIONS 10. EXAMINATIONS 11. FINAL PROJECT 12. POLICY ON ACADEMIC ACCOMMODATIONS 13. ATTENDANCE POLICY / PARTICIPATION 14. PARTICIPATION, ASSIGNMENTS, AND EXCUSED ABSENCES 15. ACADEMIC INTEGRITY, CHEATING AND PLAGIARISM 16 METHOD 17. COMPREHENSIBLE INPUT 18. MOTIVATION AND WHAT IT IMPLIES 19. SUCCESSFUL PROGRESS IN A FOREIGN LANGUAGE COURSE 20. CLASS PREPARATION AND HOMEWORK 21. IF PROBLEMS ARISE...</p> <p>1. INTRODUCTION TO THE COURSE 2. Basic Spanish 3. Greeting patients: pp. 1-V, 2-1-2, 3-4, 4-5 4. Saying goodbye: p. 2-V 5. Identifying yourself: p. 2-1 6. Notas culturales: p. 4 7. Cognates: pp. 4-6</p>	<p>VOCABULARIO: ASSIGNMENT FOR TUESDAY, AUGUST 31, 2010: From Capítulo Preliminar, memorize as many of the Spanish vocabulary words/terms-from pages 1 and 2 of "Spanish for Health Worktext (2000), Section "Bienvenidos a la clase de español: El mundo de la salud y la medicina. Please see section 7 of the class syllabus for details on how this activity will be graded. VOCABULARIO : this is the key word that will be used in the syllabus to identify vocabulary assignments. <u>Prepare for this graded activity prior to the due date.</u></p> <p>ANATOMY: ASSIGNMENT FOR THURSDAY, SEPT 2, 2010: Page 265: LA ANATOMIA HUMANA: LA CABEZA, VISTA DE PERFIL (100% POSSIBLE)- ANATOMY- key word for these assignments in the syllabus. <u>Prepare for this graded activity prior to the due date.</u></p> <p>SS 8- key words for these assignments in the syllabus- Section 8.</p> <p>CONTENT: key word for materials to be covered in class. Choose from these sections for SIMULATION SITUATIONS Section 8.</p>	
2 TU 8/31	<p>pp. 21-22: Vocabulario- En el consultorio ¿Cómo está ud.? pp. 26-27: Vocabulario: Por teléfono con la enfermera pp. 30-31: Common illnesses/conditions: Vocabulario: Las recomendaciones de la doctora y la farmacia</p>	<p>pp. 21-22- Vocabulario: MTW 7 pp. 26-27- Vocabulario: MTW 7 pp. 30-31- Vocabulario: MTW 7</p>	
	<p>p. 16-4, 5: Gathering patient histories: p. 17-D: Se necesita traductor (a); pp. 23-2; p. 25-4; p. 25-5; pp. 27-1; p. 28-2; p. 29-3</p>	<p>p. 34 D Síntesis : A leer/ Antes de leer: Para el catarro p. 34: Se necesita traductor (a)</p>	POSSIBLE SIMULATION SITUATIONS- SS
3. THU 9/2	<p>pp. 37-38: Patient histories: Vocabulario: Un diagnóstico común: La acidez p. 41: Vocabulario: Apuntar citas, la fecha de nacimiento y otros datos pp. 45-46: Vocabulario; Las alergias y las estaciones</p>	<p>pp. 37-38- Vocabulario: MTW 7 p. 41- Vocabulario: MTW 7 pp. 38-39 Un diagnóstico..AMP 8 pp. 45-46: Vocabulario; MTW 7</p>	
	<p>pp. 38-39: Un diagnóstico común: La acidez p. 39-2; p. 40-B: Los verbos -ar p. 40-4: Las actividades del paciente pp. 47-48-B: ¿Qué estaciones y qué tiempo hace? p. 49: La situación- El peso</p>	<p>p. 50: Notas culturales p. 50 D: Las hierbas medicinales; p. 51: Se necesita traductor(a), La pulmonía viral</p>	SS 8
4. TU 9/7	<p>pp. 55-56: Vocabulario: La angina y otros problemas cardíacos pp. 59 B: Vocabulario; Un ataque al corazón pp. 62-63: Vocabulario: La salud cardíaca</p>	<p>pp. 55-56- Vocabulario: MTW 7 pp. 59 B: Vocabulario: MTW 7 pp. 62-63- Vocabulario: MTW 7</p>	

DATE	LESSON	TO COMPLETE
		All other activities possible for SS 8
	pp. 56-57-1: La angina y otros problemas cardíacos p. 57-2 A: Los verbos -er, -ir; p. 58-3: Insuficiencia cardíaca congestiva p. 58-4 A: ¿Es angina o no? p. 58- B: Otras preguntas para los pacientes	p. 58-5: La angina pp. 60-61-2 A: Nuevos verbos p. 64-2 A: Conocer y saber 64-65 B: ¿Qué hora es y a qué hora es la cita? pp. 66-67 B: Las citas para el 2 de enero p. 67-5: La situación: ¿A qué hora?
5. THU 9/9	pp. 73-75: Los grupos de alimentos y una dieta: vocabulario pp. 77-78: La dieta diabética: vocabulario p. 81: Los buenos resultados de comer bien: vocabulario	pp. 73-75; pp. 77-78; ; p. 81 Vocabularios- MTW 7 All other activities possible for SS 8
	p. 75-1: Los grupos de alimentos y una dieta p. 76-4: Cambio de raíz: verbos (pedir, seguir, perder, preferir, decir) p. 77-5: La situación - ¿Qué suele Ud. comer?	p. 77: Notas culturales pp. 78-79-1: La dieta diabética p. 79-2: Lo que hace un paciente diabético p. 80-4: Planear una dieta diabética p. 80: Notas culturales p. 84 D: Síntesis—La dieta ideal para no frustrarse
6. TU 9/14	pp. 89-90: Vocabulario: En el cuarto del hospital pp. 93-94: Vocabulario: La familia, las visitas y el/la paciente pp. 97-98: Vocabulario: Examinando a los niños	pp. 89-90: Vocabulario pp. 93-94: Vocabulario pp. 97-98: Vocabulario: MTW 7
	p. 91-1: En el cuarto del hospital p. 91-2-2: ¿Qué está haciendo...?- El presente progresivo p.92-4: Un juego de charades - dormir, lavarse las manos, tomar el desayuno, cerrar las cortinas, etc.. p.92-5: La situación- El otro paciente pp. 92-93: Notas culturales	p. 94-1: La familia, las visitas, el/la paciente p. 95- 2: Los pronombres de complemento directo p. 95-B: ¿Qué está haciendo?- La ubicación del complemento según los verbos pp. 99-2: ¿Qué le dice el médico al niño o a la niña? Los mandatos informales singulares
7. THU 9/16	pp. 105-106: El accidente; p. 109: En la ambulancia; p. 112: Un accidente con una pistola	pp. 105-106; p. 109; p. 112: Vocabularios MTW 7
	pp.106-107-1: El accidente p. 107-2 A: Ayer ocurrieron muchos accidentes- verbos en el pretérito(chocar, atender, tapar, preguntar, salir, llegar, hundir, gritar) p. 107-B: ¿A quién?- añada el complemento indirecto en cada oración p. 108-4:¿Qué pasó? p. 109: notas culturales	p. 110-1: En la ambulancia p. 110-2: El pretérito con verbos irregulares p. 110-3: El accidente náutico p. 111-5: La situación- El/la paramédico-a p. 111: Notas culturales.
8. TU 9/21	pp. 117-118: Vocabulario; Los objetos de primeros auxilios; p. 121: Vocabulario: Los primeros auxilios en sitio; p. 124: Vocabulario: Los primeros auxilios en situaciones de desastres naturales, envenenamientos y otros desastres	pp. 117-118; 121; p 124: Vocabularios MTW 7
	pp. 118-119-1: Los objetos de primeros auxilios p. 119-2 A; El pretérito p. 119-B: ¿Qué pudo hacer Ud.? p. 120-4: Testigo de un accidente p. 120-5: La situación- Una caída	p. 120: Notas culturales. p. 122-2: ¿Sí o no? Usando dos pronombres: directo e indirecto pp. 122-123 B: Más práctica: Los verbos que cambian la raíz en el pretérito p. 123-4: Dos pronombres en la respuesta;
9. THU 9/23	pp. 131-132: Vocabulario: En la sala de emergencia; pp. 135-136: Vocabulario: En la sala de emergencia: Un examen físico pp. 138-139: La hospitalización y el formulario médico	pp. 131-132; pp. 135-136; pp.138-139: Vocabularios MTW 7
	pp. 132-133-1 En la sala de emergencia p. 133: ¡OJO! p. 133-2: Los verbos reflexivos en el pretérito-quebrarse, desmayarse, pincharse, levantarse, ducharse... p. 134-4 ¿Cómo se lastimó Ud.? p. 135-5: La situación p. 135: Notas culturales	pp. 136-137-1: En la sala de emergencia: un examen físico p. 137-2: Las preposiciones p. 137-4: ¡Al contrario! p. 138-5: La situación p. 138: Notas culturales
10. TU 9/28	pp. 145-146: Los problemas médicos y la historia médica de los adolescentes; pp.148-149: Las enfermedades de los niños; p. 151: La salud de los bebés	pp. 145-146; pp. 148-149; 151: Vocabularios MTW 7
	p. 149-1: Las enfermedades de los niños p. 150-2: ¿El imperfecto o el pretérito? p. 150-4: La historia médica p. 150-5: La situación- El dolor de estómago	p. 152-2: Los objetos indirectos p. 154-4: ¿Qué le gusta? p. 154-5: La situación- El padre soltero p. 155 D: El sueño en clase

<p>p. 151: Notas culturales p. 152-1: La salud de los bebés</p>	<p>pp. 155-156: Se necesita traductor(a)</p>	
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DATE	LESSON	TO COMPLETE
11. THUR 9/30	ANATOMY: p. 265: La anatomía humana- La cabeza- Vista de perfil; vista anterior p. 266: El cuerpo humano	p. 265: Be ready to label, in Spanish, the structures in the head; p. 266: Be ready to label, in Spanish, the structures in the human body
12. TU 10/5	pp. 173-174-1: Las instrucciones para los pacientes: La radiografía y otras pruebas médicas; pp. 176-177: Las preparaciones antes de una prueba médica; p. 180: Los resultados y la discusión de las pruebas médicas.	pp. 173-174: Vocabulario pp. 176-177: Vocabulario p. 180: Vocabulario MTW 7
	pp. 174-175-1: Las instrucciones para los pacientes: La radiografía y otras pruebas médicas p. 175-2: Los mandatos p. 175-176-4: La radiografía p. 176-5: La situación- El electrocardiograma	p. 176: Notas culturales; pp. 177-178-1: Las preparaciones antes de una prueba médica p. 178-2: ¡OJO!- El Subjuntivo
13. THU 10/7	EXAM 1	
14. TU 10/12	ANATOMÍA: P. 270: El esqueleto	p. 270: Be ready to label the different structures of the skeleton
	p. 179-4: ¡Hablemos! p. 179-5: Situación- El parto con cesárea p. 180: Notas culturales pp. 180-181-1: Los resultados y la discusión de las pruebas médicas p. 181-2: Resultados positivos p. 182-4: ¿Es posible...? p. 182 D: Síntesis: ¿Sabes lo que es una enfermedad endémica? p. 183: Se necesita traductor(a)	SS 8
M 10/18 MIDTERM OF 2010 FALL SEMESTER		
15. THU 10/14	ANATOMÍA: p. 270: El aparato reproductor	p. 270: Be ready to label, in Spanish, the structures in the head;
	pp. 185-186: La salud de la mujer y la examinación ginecológica pp. 188-189: Las etapas de la vida de la mujer: La pubertad hasta la posmenopausia p. 192: La planificación familiar y las enfermedades de transmisión sexual	pp. 185-186; pp. 188-189; 192: Vocabularios MTW 7
	pp. 189-190-1: Las etapas de la vida de la mujer: La pubertad hasta la posmenopausia p. 190-2: ¿Son concretas? p. 191-4: Las tres etapas p. 191-5: La situación- Menopausia precoz p. 191: Notas culturales pp. 192-193-1: La planificación familiar y las enfermedades de transmisión sexual	p. 193-2: Un tema delicado p. 194-4: La confianza p. 194-5: La situación- Necesita clarificar p. 194: Notas culturales pp. 194-195 D: Síntesis- ¿Por qué las mujeres deben hacerse un autoexamen mensual de los senos? p. 195: Se necesita traductor (a)- La menopausia
16. TU 10/19	pp. 197-198: La cirugía; p. 201: Lo que pasa en la sala de operaciones	pp. 197-198; p. 201: Vocabularios MTW 7
	p. 198-1: La cirugía p. 199: ¡OJO! p. 199-2: El subjuntivo p. 200-4: Lo contrario p. 200-5: La situación- ¿Cuál sea mejor? p. 200: Notas culturales	pp. 201-202: Lo que pasa en la sala de operaciones p. 202-2: Se cambian p. 203-4: Las etapas necesarias p. 203-5: La situación p. 204: Notas culturales
17. THU 10/21	pp. 204-205: Los instrumentos de cirugía y la postoperación	pp. 204-205: Vocabulario MTW 7
	p. 205-1: Los instrumentos y la postoperación pp. 205-206-2: ¿Por o Para? p. 206-4: Por lo visto p. 206-5: La situación	pp. 206-207: Notas culturales p. 207 D: ¿Cuáles son los problemas más comunes en los pies? p. 207-208: Se necesita traductor(a)- La cirugía.
18. TU 10/26	pp. 211: El cuidado en casa; p. 214: El cáncer: El tratamiento y el progreso; p. 217: El SIDA: El tratamiento y el progreso	pp. 211; p. 214; p. 217: Vocabularios MTW 7
	p. 212-1: El cuidado en casa p. 212-2: El subjuntivo p. 213-4: ¿Hay tal cosa? p. 213-5: La situación- Se busca pp. 213-214: Notas culturales p. 213-1: El cáncer: El tratamiento y el progreso	p. 215: ¡OJO! p. 215-2: La voz pasiva p. 216-4: Preguntas sobre el cáncer p. 216-5: La situación p. 216: Notas culturales
19. THU 10/28	pp. 217-1: El SIDA: El tratamiento y el progreso p. 218-2: Los adverbios	p. 219: Notas culturales p. 219-220 D: ¿cómo se transmite el SIDA? ¿Cómo se previene el contagio?

DATE	LESSON	TO COMPLETE
TH 10/28, continúa p. 218-219-4: El VIH y el SIDA; p. 219-5: La situación- ¿Qué es el SIDA?	p. 220: Se necesita traductor (a)	SS 8
20. TU 11/2	ANATOMÍA: p. 267: El aparato digestivo; p. 269: Los músculos	p. 267: Be ready to label, in Spanish, the structures in the digestive system and p. 269: Los músculos
pp. 223-224: El asilo y el hogar para los ancianos; pp. 227-228: La historia y los problemas médicos de los ancianos; pp. 230-231: La urología y la salud de los hombres	pp. 224-225-1: El asilo y el hogar para los ancianos p. 225-2: ¡Escribamos! p. 226-4: Los ancianos p. 226-5: La situación p. 227: Notas culturales	pp. 223-224; pp. 227-228; 230-231: Vocabularios MTW 7 <<<SS 8
21. THU 11/4 p. 229-4: Antes del asilo p. 230-5: La situación- Necesita ayuda pp. 228-229-1: La historia y los problemas médicos de los ancianos p. 229-2: El tiempo perfecto p. 230: Notas culturales p. 232-2: La nominalización	p. 232-4: Hace mucho tiempo p. 233-5: La situación- Sobre el examen p. 233: Notas culturales pp. 233-234: ¿Qué sentimientos suelen experimentar las familias que se ven en la situación de poner a un familiar en un asilo? p. 234: Se necesita traductor (a)	SS 8
22. TU 11/9	EXAM 2	
23. THU 11/11	Turn in the essay (300-400 words), in Spanish, with the contents for your oral presentation. As per instructions in the syllabus, this essay is required. The instructor will give you feedback, ideas and corrections to help enhance your presentation.	
	pp. 159-160: En el consultorio de la trabajadora social	MTW 7
pp. 160-161-1: En el consultorio de la trabajadora social p. 161-2: Las raíces de algunos problemas sociales	p. 162-4: ¿Cuándo ocurrió y cómo se siente ahora? p. 162-5: La situación- El cáncer pp. 162-163: Notas culturales p. 164-1: El alcoholismo y sus consecuencias	p. 164-2: El imperfecto p. 165-4: Los hábitos anteriores p. 165-5: La situación- Quiere la ayuda pp. 165-166: Notas culturales SS 8
24. TU 11/16	En el consultorio de la trabajadora social, continúa..	
p. 167-168-1: El abuso de las drogas y las drogas ilegales p. 168-2 A: Acabar; B: La historia de Omar p. 169-4: ¿Cuál es la condición? p. 169-5: La situación- Los problemas con el alcohol	p. 169-170: Notas culturales p. 170 D: ¿Qué es una droga legal? ¿Cuáles son las drogas ilegales más comunes? pp. 170-171: Se necesita traductor(a)	SS 8
25. THU 11/18 pp. 237-238: El embarazo y el cuidado prenatal; p. 240: El parto; MTW 7 p. 243-244: El cuidado postnatal y la planificación familiar pp. 237-238; p. 240; pp. 243-244: Vocabularios MTW 7	p. 238-239-1: El embarazo y el cuidado prenatal p. 239-2: El subjuntivo p. 239-4: El nacimiento p. 240-5: La situación- Un embarazo sin complicaciones p. 240: Notas culturales pp. 241-242-1: El parto	p. 242-2: La frase adverbial p. 242-4: La claridad p. 243: Notas culturales; pp. 244-245-1: El cuidado postnatal y la planificación familiar p. 245-2: El futuro SS 8
DUE DATE: Essay for the oral presentation today: Thursday, 11/18/2010		
FINAL PROJECT/COMPOSITION: Minimum 5 pages. Topics may vary as indicated in the syllabus page 4.		
26. TU 11/23	pp. 251-252: Una visita al dentista; p. 254: Unos problemas dentales	MTW 7
El embarazo y el cuidado prenatal, continúa.. p. 246-4: El embarazo p. 246-5: Las opciones p. 246: Notas culturales p. 247 D: ¿Qué pruebas se les hace a los recién nacidos? ¿Por qué se las hacen?	Una visita al dentista, continúa.. p. 247: Se necesita traductor (a) p. 252-1: Una visita al dentista pp. 252-253: El subjuntivo imperfecto p. 253-4: Ojalá que... pp. 254-255-1: Unos problemas	p. 253-5: La situación- Es Ud. el/la dentista pp. 253-254: Notas culturales SS 8
WED 11/24 – F 11/26: THANKSGIVING HOLIDAY		
DATE	LESSON	TO COMPLETE
27. TU 11/30	p. 255: ¡OJO!: The present tense, the conditional, and the imperfect subjunctive.. p. 255-256-2: El subjuntivo imperfecto y el condicional p. 256-4: Unas condiciones diferentes p. 256-5: La situación p. 257: Notas culturales	SS 8

28. THU 12/2	ORAL PRESENTATIONS / NOTE TAKING	
29. TU 12/7	ORAL PRESENTATIONS / NOTE TAKING	
30. THU 12/9	ORAL PRESENTATIONS / NOTE TAKING	

FALL 2010

SPA 151 Section 401

PARTICIPATION GUIDELINES

Name _____

Grade _____

1. Arrived for class on time
10 Always 8 Most times 7 Sometimes 5 Rarely 0 Never

2. Spoke exclusively in Spanish during whole class and group discussion
10-9 Always 8 Most times 7 Sometimes 5 Rarely 0 Never

3. Came to class with homework done and ready to discuss it with classmates and instructor
10-9 Always 8 Most times 7 Sometimes 5 Rarely 0 Never

4. Initiated oral interaction by responding to classmate's comments in addition to responding to instructor's questions without being called on
20-18-17 16-15-14-13 12 Sometimes 10 Rarely 0 Never
Always Most times

5. Participated in the discussions of readings and/or cultural topics and whole group discussions by presenting his/her ideas or opinions
20-18-17 16-15-14-13 12 Sometimes 10 Rarely 0 Never
Always Most times

6. Attended class
30 Every day 20 Missed one day 10 Missed two days
5 missed three days 0 missed more than three days

** If students are dissatisfied with their participation grade, they should contact their instructor immediately and resolve the discrepancies with him/her. Participation is 15% of your grade.

CORRECCIÓN DE LA COMPOSICIÓN (Número total de puntos: 100)

NAME: _____ Grade: _____

Ideas y Contenido: knowledge of the subject, through development, relevance to assigned topic

30-27	Excelente- Muy Buena	30	29	28	27
26-22	Buena – Adecuada	26	25	24	23
21-17	Regular – Mala	21	20	19	18
16-13	Inadecuada	16	15	14	13

Organización: fluent expression, use of supporting ideas, organization, logical sequence,

20-18	Excelente- Muy Buena	20	19	18	
17-14	Buena – Adecuada	17	16	15	14
13-10	Regular – Mala	13	12	11	10
9-7	Inadecuada	9	8	7	

Uso del lenguaje: effective use of grammatical structures, agreement, tenses, number, articles, pronouns, preposition, word order.

25-22	Excelente- Muy Buena	25	24	23	22
21-18	Buena – Adecuada	17	16	15	14
17-11	Regular – Mala	13	12	11	10
10-5	Inadecuada	10	9	8	7

Vocabulario: effective use of acquired vocabulary, choice of words, and register.

20-18	Excelente- Muy Buena	20	19	18	
17-14	Buena – Adecuada	17	16	15	14
13-10	Excelente- Muy Buena	13	12	11	10
9- 7	Buena – Adecuada	9	8	7	

Uso de convenciones: mastery of conventions: spelling, punctuation, capitalization, paragraphing

5	Excelente- Muy Buena	5	
4	Buena – Adecuada	4	
3-2	Excelente- Muy Buena	3	2
1	Buena – Adecuada	1	

Adapted from Jacobos, Holly et al. Testing ESL Composition. Newbury House Publ.

needs to be corrected. You have the responsibility to correct your own errors. Use this form if you decide to rewrite your essays.

Code	Meaning	First sentence has errors- Second sentence is correct
AGR	<i>Agreement:</i> -Number: singular or plural -Gender: masculine or feminine	Las botas verde . = Las botas verdes . La mapa es bonita . = El mapa es bonito .
ART	<i>Article:</i> -Incorrect form of article: Definite or indefinite -Missing article where it should be used	La mapa está en la oficina. = El mapa está en la oficina. Tengo bicicleta en garaje. = Tengo la bicicleta en el garaje.
IP	<i>Incorrect Pronoun:</i> -Used the incorrect pronoun: Direct, indirect, reflexive, object of preposition -Missing pronoun	Mis padres ayudaron mi . = Mis padres me ayudaron a mí . Escribí una carta a ella. = Le escribí una carta a ella. Yo levanto a las seis, y visto con ropa. = Me levanto a las seis y me visto.
MW	<i>Missing Word</i> , required by Spanish grammar: Article, personal 'a,' prepositions like 'por' or 'para,' conjunctions like 'que,' etc.	Vamos bailar esta noche. = Vamos a bailar esta noche. Compré este libro Teresa. = Compré este libro para Teresa.
RP	<i>Misuse of relative pronoun:</i> -Incorrect relative pronoun -Omission of relative pronoun	El niño quien bebe agua es Juan. = El niño que bebe agua es Juan. La historia te dije es cierta. = La historia que te dije es cierta
P	<i>Punctuation:</i> -Incorrect punctuation or Lack of punctuation	Dónde vivo? Vivo en España = ¿Dónde vivo? Vivo en España.
P/I	<i>Misuse of Preterite or Imperfect:</i>	Cuando fui pequeño, fui a la playa. = Cuando era pequeño, iba a la playa.
PP	<i>Personal Pronoun:</i> -Unnecessary or inappropriate use of subject pronoun -Omission of subject pronoun where it is needed	Yo como a las doce, yo trabajo después y yo salgo a las 8 de la noche. = Como a las doce, trabajo después y salgo a las 8 de la noche. Salgo y salen también. = Yo salgo y ellos salen también.
S	<i>Subjunctive:</i> -Incorrect use of subjunctive. Failure to use subjunctive	Quiero que tú vienes a mi casa. = Quiero que tú vengas a mi casa.
S/E	<i>Misuse of Ser or Estar:</i> -One of these verbs used incorrectly in place of the other	Tú estás moreno y muy alto. = Tú eres moreno y muy alto. Chile es en América del Sur. = Chile está en América del Sur.
SP	<i>Spelling mistake:</i> -Improper capitalization or improper use of lower-case. -Error in spelling. -Missing written accent or error in placing of written accent	madrid es una ciudaz facil de amar. = Madrid es una ciudad fácil de amar.
STR	<i>Structure mistake:</i> -Word placement or direct translation from English (when it's not expressed that way in Spanish)	Yo tuve un buen tiempo . = Yo me divertí.
SW	<i>Superfluous word(s)= OMIT</i>	Juan él busca por empleo = Juan busca empleo
VF	<i>Verb form:</i> -Correct tense but incorrect form	Mi novio y yo comen . = Mi novio y yo comemos .
VT	<i>Verb tense:</i> -Incorrect choice of tense. -Error in formation of tense. -Incorrect sequence of tenses	La semana pasada voy a una fiesta. = La semana pasada fui a una fiesta.
VOC	<i>Vocabulary:</i> -Wrong word or poor choice of words -Spanglish	Juan dropeó su clase de física. = Juan canceló su clase de física. Yo tomé notas en clase. = Yo tomé apuntes en clase.
WC	<i>Wrong word choice</i> , from grammatical point of view: -por /para -buen /bueno -gran /grande etc.	El niño gran es mi primo. = El niño grande es mi primo. Era un bucno ejemplo. = Era un buen ejemplo.
WO	<i>Word Order:</i> -Incorrect word position	Tengo una azul chaqueta . = Tengo una chaqueta azul .
=	<i>Same mistake</i> marked before	
?	<i>Illegible</i> . what are you talking about?	
↔	You need to <i>combine sentences</i> and use complex sentences	Ella es mi hermana. Ella se llama Elena. Tiene 18 años. = Mi hermana Elena tiene 18 años.

SCALE FOR EVALUATING ORAL PRESENTATIONS

Name: _____ **Date:** _____ **Score:** _____

Grammar: _____ x 5= _____

- 4.5 - 5.0 Usage of required concepts is almost perfect in any given context.
 4.0- 4.4 Makes some grammatical mistakes, which generally would not affect meaning (i.e., agreements, participle vs. infinitive, wrong past participles, etc.).
 3.5-3.9 Makes more serious mistakes, which could give unintended meaning (i.e., conjugation, tense inconsistency, word order mistakes, etc.).
 3.0-3.4 Meaning frequently obscured by grammatical mistakes.
 2.5-2.9 Unsatisfactory.

Fluency : _____ x 5= _____

- 4.5 - 5.0 No more than a normal "thoughtful" delay in formulation of thought into speech.
 4.0- 4.4 Hesitates longer than necessary to find the right word.
 3.5-3.9 Narrative somewhat disjointed because of pauses.
 3.0-3.4 Painful pauses make speech hard to follow.
 2.5-2.9 Unsatisfactory.
 0 The presentation was totally read from notes/paper/cards/ PowerPoint presentation.

Pronunciation: _____ x 5= _____

- 4.5 - 5.0 Demonstrates knowledge of correct pronunciation and intonation; makes very few mistakes.
 4.0- 4.4 Some mispronunciation, but meaning is still clear.
 3.5-3.9 Pronounced foreign accent which requires trained listening.
 3.0-3.4 Meaning is frequently obscured because of poor pronunciation.
 2.5-2.9 Unsatisfactory.

Content: _____ x 5= _____

- 4.5 - 5.0 Displays communicative case within a given context.
 4.0- 4.4 Says more than the strict minimum.
 3.5-3.9 Situation handled adequately though minimally.
 3.0-3.4 Says less than the strict minimum.
 2.5-2.9 Situation handled only partially or in a totally unsatisfactory manner.