
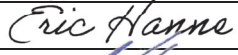
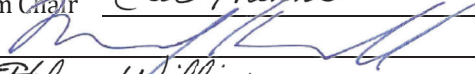
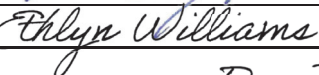

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Undergraduate Programs</b>		UUPC Approval <u>3/27/23</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b> Languages, Linguistics, and Comparative Lit. <b>College</b> Arts and Letters		
<b>Current Course Prefix and Number</b> SPN 2161		<b>Current Course Title</b> Spanish for Careers	
<i>Syllabus must be attached for ANY changes to current course details. See <a href="#">Template</a>. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
<b>Change title to:</b>  <b>Change prefix</b> From: _____ To: _____ <b>Change course number</b> From: _____ To: _____ <b>Change credits*</b> From: _____ To: _____ <b>Change grading</b> From: _____ To: _____ <b>Change WAC/Gordon Rule status**</b> Add <input type="checkbox"/> Remove <input type="checkbox"/> <b>Change General Education Requirements***</b> Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*See <a href="#">Definition of a Credit Hour</a>.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See <a href="#">WAC Guidelines</a>.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See <a href="#">Intellectual Foundations Guidelines</a>.</small>		<b>Change description to:</b>    <b>Change prerequisites/minimum grades to:</b> Change pre-req. from: Permission of instructor to: Placement test required with a passing score _____ he test onl needs to e ta en once at  <b>Change corequisites to:</b>   <b>Change registration controls to:</b>  Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
<b>Effective Term/Year for Changes:</b> Fall 2023		<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b> Nuria Godon / ngodon@fau.edu / 7-0645			
<b>Approved by</b> Department Chair <u></u> College Curriculum Chair <u></u> College Dean <u></u> UUPC Chair <u></u> Undergraduate Studies Dean <u></u> UFS President _____ Provost _____		<b>Date</b> _____ _____ _____ _____ _____ _____	

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

**SPN 2161 – Spanish for Careers: Healthcare Professionals/Heritage learners-  
CRN 15955 - 001/ Fully on-line / 3 credit hours  
Department of Languages, Linguistics and Comparative Literature  
Fall 2023**

**Instructor:** Dr. Nuria Godón

**Office Location:** CU, Room # 232L

**Phone:** 561.297.0645

**Office Hours:** Tuesdays and Thursdays (10:00am-1:00pm) by Zoom:

<https://fau-edu.zoom.us/j/86562836087?pwd=HW4OLERlwXTp0kfDclutG-zNUwVczg.1>

**Email:** [ngodon@fau.edu](mailto:ngodon@fau.edu)

Students taking a Spanish course for the first time at FAU must take the placement test with a passing score and register in the appropriate course.

## COURSE DESCRIPTION

**Catalog Description:** This is a variable-topic course focuses on the vocabulary needed for the workplace, the grammar to complete the basic skills sequence, and task-based practical skills. Knowledge of basic Spanish is a prerequisite. May be repeated for a maximum of 6 credits.

This course is for health professionals who are heritage learner students with knowledge of basic Spanish. Emphasis is placed on fortifying critical awareness of Hispanic historical and cultural contexts, vocabulary needed for the workplace, the grammar to complete the basic skills sequence, and task-based practical skills. Fulfills foreign language requirements.

This course is an elective course for all minors if they are heritage learners. A grade of “C” or better is required for the course to count for the major or the minor.

**Course Prerequisites:** *Placement test required with a passing score. (The test only needs to be taken once at FAU.)*

## COURSE OBJECTIVES

This course focuses on deepening speaking and oral comprehension, reading, and writing skills in order to achieve a better fluency in written communication, to enhance oral skills, and to obtain a better understanding of Hispanic cultures needed for the workplace, including traditional Hispanic healthcare beliefs that can affect compliance and treatment in their patients.

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

- 1) Evaluate healthcare cases such as emergency situations, diagnostic procedures, the medical office visit, sensitive conversations and treatment options. (CO: 1)
- 2) Identify traditional Hispanic healthcare beliefs and cultural contexts that can affect compliance and treatment in their patients. (CO: 2)
- 3) Recognize the common medical symptoms that patients present within a healthcare setting. (CO: 3)
- 4) Analyze medical cases for the purposes of formulating questions necessary to properly diagnose a patient. (CO: 4)
- 5) Recognize and apply basic medical Spanish terminology to express ideas orally and in written form about a variety of medical topics. (CO: 5)
- 6) Apply grammatical structures to properly interact with Spanish-speaking patients. (CO: 6)
- 7) Use proper written and oral expression in Spanish. (CO: 7)
- 8) Demonstrate interactions in Spanish with specific audiences within the context of healthcare. (CO: 8)
- 9) Use learned vocabulary and grammar to conduct dyadic interviews with simulated patients and colleagues. (CO: 9)
- 10) Propose a treatment plan for a specific disease based on the reading comprehension of research texts. (CO: 10)

## COURSE DELIVERY MODE

**Instructional Method:** This class is designated as a “Fully Online Class” with no on-campus attendance requirements.

This is a fully online course accessible only through FAU’s learning management system, Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, [contact OIT for help](#). The course is organized into modules with dates provided for each module. Dates and durations for each module may vary so please pay close attention to start and due dates. The course begins with the START HERE page, which will familiarize you with the organization and navigation of the course. You will open a new learning module to access the assigned reading materials, PowerPoints, and other relevant materials for each subsequent module.

## TIME COMMITMENT PER CREDIT HOUR

This course has three (3) credit hours. For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or

Spring -semester, and a minimum of two (2) hours of out-of-class student work for each credit hour.

**In a three-credit online class this translates to an average of eight (8) hours per week reading, listening, and doing homework.**

## REQUIRED TEXTS & MATERIALS

In this course, you will need the following texts and/or materials:

- **Jarvis, Lebrede & Mena-Ayllón. *Basic Spanish for Medical Personnel*, 2022. ISBN: 9780357663943**

Publisher Materials

- **MindTap**

[MindTap Privacy Policy](#) | [MindTap Terms of Use](#) | [MindTap Accessibility](#)

[How to Register for MindTap in Canvas](#)

Other texts and/or materials:

- Dictionaries:       Diccionario bilingüe (e.g.: Oxford, Collins)  
                              [Diccionario monolingüe](#)
- MLA Style /Guidelines: [MLA Formatting and Style Guide Purdue Owl](#)

## TECHNOLOGY & COMPUTER REQUIREMENTS

### HARDWARE & SOFTWARE REQUIREMENTS

#### Hardware

- Dependable computer
- Computer speakers
- Headset with microphone
- Webcam

#### Software

- [Microsoft 365 Suite](#)
- Reliable web browser (recommended [Chrome](#) or [Firefox](#))
- Canvas mobile app: Download instructions for [iOS device](#) or [Android device](#)

- [Adobe Reader](#)
- [Adobe Flash Player](#)

### **Internet Connection**

- Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- [Check your Internet speed here.](#)

### **Other Technologies**

In order to complete your workbook assignments, you may need to download the [CamScanner App on](#) your smartphone or have weekly access to a document scanner. Computer Requirements

### **Basic Computer Specifications for Canvas**

- Operating system: Windows 10 or macOS Sierra (or higher).
- [Specifications](#)

### **Peripherals**

- A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

### **Software**

- Once logged in to Canvas make sure your Internet browser is compatible.
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

### **MINIMUM TECHNICAL SKILLS REQUIREMENTS**

The general and course-specific technical skills you must have to succeed in the course include but are not limited to:

- Accessing the Internet.
- Using Canvas (including taking tests, attaching documents, etc.).
- Using email with attachments.
- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
- Copying and pasting functions.
- Downloading and installing software.
- Using presentation, graphics, and other programs.
- Posting and commenting in an online discussion.
- Searching the FAU library and websites.

## **TECHNICAL SUPPORT**

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar.

When a problem occurs, click “Help” to:

- Report a Problem
- Live Chat with Canvas Support
- Search Canvas Guides

### **Additional Technical Support**

1. Contact the eLearning Success Advisor for assistance: 561-297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see [Print Screen instructions](#).
3. Complete a [Help Desk ticket](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
  - a. Select “Canvas (Student)” for the Ticket Type.
  - b. Input the Course ID.
  - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
  - d. Attach the Print Screen file, if available.
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until you obtain a resolution.

## **COURSE ASSESSMENTS, ASSIGNMENTS & GRADING POLICY**

### **GRADING CRITERIA**

#### **CASOS PRÁCTICOS (30%)**

There will be 10 case study assignments, where you will be asked to read and interpret the case study, and then define the vocabulary used and translate the case study into English. You will also create interview questions to elicit patient information.

#### **DISCUSSIONS (10%)**

There will be two discussion boards where you will be asked to answer questions and respond to colleagues. Make sure to review the attached rubrics to ensure you meet the required criteria.

#### **MINDTAP ACTIVITIES (32%)**

There will be various activities that need to be completed within MindTap. Activities will include fill in the blank, matching, true and false quizzes or assignments related to vocabulary and grammar learned.

#### **NOTAS CULTURALES (10%)**

There will be four assignments that will have a cultural component added. These assignments will either be written or oral assignments where you will be asked to read and reflect. Make sure to review the attached rubrics to ensure you meet the required criteria.

#### **COMPOSICIÓN ESCRITA (5%)**

There will be a written report of between 200 and 225 words, using the construction of “si + past subjunctive.

#### **PRESENTACIÓN ORAL SOBRE UN ASPECTO CULTURAL (5%)**

You will be asked to create a 12-15 slide presentation that you will present orally, the presentation must include images and a cultural aspect.

#### **ACTIVIDADES DE CANVAS (8%)**

There will be various activities that will need to be completed through canvas. These activities include fill in the blank, matching, and multiple-choice quizzes as well as translation, question creation, research and treatment plan creation assignments.

The overall course grade is based on the following components:

**OVERALL GRADE DISTRIBUTION**

<b>Module</b>	<b>Weight (%)</b>
Casos prácticos	30%
Notas culturales	10%
Actividades de Canvas (Ortografía, expresiones problemáticas y otras actividades gramaticales)	8%
Actividades (Mind-tap)	32 %
Tablero de discusiones	10%
Composición escrita	5%
Presentación oral sobre un aspecto cultural	5%
Total	100%

**GRADE SCALE**

<b>Grade</b>	<b>Total Points</b>
A	100 – 93
A-	92 – 90
B+	89 – 87
B	86 – 83
B-	82 – 80
C+	79 – 77
C	76 – 73
C-	72 – 70
D+	69 – 67
D	66 – 63
D-	62 – 60
F	59 – 0



### **LATE ASSIGNMENTS POLICY**

Late work will not be accepted. Students will not be penalized for absences due to participation in university-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Students will be allowed to make up missed work without any reduction in their final course grade. Reasonable accommodation must also be made for students participating in a religious observance.

### **MAKE-UP POLICY FOR TESTS**

**Make-up policy of exams:** As for the exams (Partial and Final) there is **no make-up** possibility. Exceptions include documented medical reason, religious accommodation, and official FAU athletic commitment, death in the family, or court appearance. If you know in advance of any such reason, please let me know. A grade of “C” or better is required for the course to count for the major or the minor.

### **Incomplete Grade Policy**

The University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete (“I”). The assignment of the “I” grade is at the discretion of the instructor but is allowed only if the student is passing the course.

## **COURSE POLICIES**

### **CODE OF ACADEMIC INTEGRITY POLICY STATEMENT**

Students at Florida Atlantic University should endeavor to maintain the highest ethical standards. Academic dishonesty is a serious breach of these ethical standards because it interferes with the University mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive to the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

### **PLAGIARISM**

[Plagiarism](#) is unacceptable in the University community. Academic work must be an original work of your own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they must acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all

discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source.

### **ATTENDANCE POLICY**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

### **ONLINE ATTENDANCE POLICY**

Since the course is online, you should access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc. If you are experiencing major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.

### **NETIQUETTE**

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate. For more in-depth information, please see the [FAU statement on netiquette](#).

### **CLASSROOM ETIQUETTE/DISRUPTIVE BEHAVIOR POLICY STATEMENT**

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within the classroom." Students who disrupt the educational experiences of other students and/or the instructor's course objectives in a face-to-face or online course are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include but is not limited to non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or other violations of an instructor's expectations for classroom conduct.

For more information, please see the [FAU Office of Student Conduct](#)=

One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instruction in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way. During class, the professor may take positions and make statements for the sole purpose of accomplishing an academic objective or enhancing the learning environment. Additionally, the adoption of class materials for this course does not imply an endorsement of the full content of those materials or the positions of the authors of those materials. Often the professor will provide materials as a point of departure for critical thinking and debate. Students should keep in mind that the ideas presented or discussed during class may not necessarily reflect the professor's personal beliefs or opinions on the subject matter.

## COMMUNICATION POLICY

### EXPECTATIONS FOR STUDENTS

#### **Announcements**

You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.

#### **Email/Video Conferencing**

You are responsible for reading all of your course email and responding in a timely manner.

#### **Course-Related Questions**

Post course-related questions to the FAQ discussion board. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question. Someone may have already asked and answered the question in previous posts.

### INSTRUCTOR'S PLAN FOR CLASSROOM RESPONSE TIME & FEEDBACK

#### **Email/Video Conferencing Policy**

Except for weekends and holidays, the instructor will typically respond to email (Canvas inbox or FAU email) within 48 hours. You should ask course-related questions in the FAQ discussion board. If you have questions of a personal nature, you should email the instructor.

#### **Assignment Feedback Policy**

The instructor will provide feedback on submitted assignments within one week of the

submission date. Some assignments may require a longer review period, which the instructor will communicate to you.

### **Assignment Feedback Method**

The instructor will provide feedback on submitted assignments based on rubrics, or comments in Speed grader. Quizzes will be automatically graded. All assignments for each module are due at 11:59 pm the Friday that the module ends.

### **Course-Related Questions Policy**

Except weekends and holidays, the instructor will generally answer questions within 48 hours.

### **Electronic Communication Policy**

In addition to the University's policy, please consider the following:

- Privacy, confidentiality, and security in all electronic communications.
- All electronic communication resources must be used for the course and in alignment with the University mission.
- Prohibited use of false identity, false identity pseudonyms, or anonymous (sender's name or electronic identification is hidden).
- Access without consent.
- Disruption of services including introducing computer contaminants (viruses).
- Harassment of any kind.

Please see the Office of Information Technology's policies on [Cyber Security Awareness](#).

## **SUPPORT SERVICES & ONLINE RESOURCES**

- [Center for eLearning and Student Success](#)
- [Counseling and Psychological Services](#)
- [FAU Libraries](#)
- [Freshmen Academic Advising Services](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Office of International Programs and Study Abroad](#)
- [Office of Undergraduate Research and Inquiry](#)
- [Student Accessibility Services](#)
- [University Center for Excellence in Writing](#)

## **COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)**

*Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>*

## DISABILITY POLICY

*In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).*

## FACULTY RIGHTS & RESPONSIBILITIES

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise.

**To ensure these rights, faculty members have the prerogative to:**

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the *Student Code of Conduct*.

## SELECTED UNIVERSITY & COLLEGE POLICIES

### ACCESSIBILITY POLICY STATEMENT

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, Davie, and Jupiter campuses and follow all SAS procedures. For additional information, please consult [Student Accessibility Services](#).

### Contact

- Boca Raton: (561) 297-3880  
Fax: 561-297-2184, TTY: 711
- Davie: (954) 236-1222

Fax: 954-236-1123, TTY: 711

- Jupiter: (561) 799-8721  
Fax: 561-799-8721, TTY: 711

#### **GRADE APPEAL PROCESS**

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[Chapter 4 of the University Regulations](#) contains information on the grade appeals process.

#### **RELIGIOUS ACCOMMODATION POLICY STATEMENT**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. For further information, please see [Academic Policies and Regulations](#).

#### **UNIVERSITY APPROVED ABSENCE POLICY STATEMENT**

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in university approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. It is your responsibility to notify the instructor at least one week prior to missing any course assignment.

#### **DROPS/WITHDRAWALS**

You are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. Please consult the [FAU Registrar Office](#) for more information.

\* \* \*

## **COURSE TOPICAL OUTLINE**

**The instructor reserves the right to adjust this syllabus as necessary.**

No classes on: (01.17) M.L. King, Jr. Day & (03.05-03.11) Spring Break

<i>Module Dates</i>	<i>Module Topic</i>	<i>Assessments: Deadline: Friday at 11:59pm</i>
SEMANA 1	<b>Completar “Inicio: introducción al curso y anatomía</b> <ul style="list-style-type: none"> <li>● Presentaciones</li> <li>● Vocabulario: Las partes del cuerpo</li> <li>● Gramática. Repaso de verbos en presente: <ul style="list-style-type: none"> <li>- Regulares: p. 279; stem-changing verbs/ cambio vocálico p.283-84)</li> <li>- Irregulares (p.290-95)</li> </ul> </li> <li>● Ortografía: Las tildes en las palabras interrogativas y en los monosílabos. Por qué vs. porque</li> <li>● Caso práctico</li> </ul>	<ul style="list-style-type: none"> <li>● Presentación, bienvenida y puntos en común o diferenciales en relación a otros 2 estudiantes</li> <li>● Vocabulario: vídeo + Read it: Lección 1 “En el consultorio”</li> <li>● Gramática: Leer/Ver</li> <li>● Repaso verbos del presente: Practice it: P1: 7, 9, <ul style="list-style-type: none"> <li>- Read it: Lección 1 Basic Spanish Grammar (pag.29-34)</li> </ul> </li> <li>● Ortografía: Leer y practicar</li> <li>● Caso práctico: Entrevista a un compañero: <ul style="list-style-type: none"> <li>- Las tildes en las palabras interrogativas y en los monosílabos. Por qué vs. porque (Práctica)</li> </ul> </li> </ul>
SEMANA 2	<ul style="list-style-type: none"> <li>● Primeros auxilios</li> </ul> Gramática: <ul style="list-style-type: none"> <li>- Ir + verbo en infinitivo/sin conjugar) vs. Acabar de + infinitivo (video)</li> <li>- Verbos como “doler” (p.15) vs. “el duelo” (video)</li> <li>- Verbos reflexivos y recíprocos (videos)</li> </ul>	Explicación de la profesora. Vídeo: Ir a + verbo infinitivo (sin conjugar) vs. Acabar de + verbo infinitivo (sin conjugar) <ul style="list-style-type: none"> <li>- Ejercicio escrito : Subir un documento escrito con la siguiente situación: Acaba de suceder un accidente: qué va a pasar ahora? Escribir cinco frases con la construcción “Acaba de + infinitivo” relatando cómo sucedió el accidente y escribir otras cinco frases sobre qué tiene que pasar</li> </ul>

		<p>ahora con la construcción “ir a + infinitivo)</p> <p>Video: Repaso verbo doler vs. sustantivo “el duelo”: Practice it: P1: 10</p> <p>Vídeo: Verbos reflexivos y recíprocos: Practice it: P9: 8</p>
SEMANA 3	<p><b>En la sala de emergencia:</b></p> <p>Vocabulario:</p> <ul style="list-style-type: none"> <li>- Emergencias p.123-25.</li> <li>- Expresiones problemáticas: ver video parte 1</li> <li>pedir/preguntar/preguntarse/hacer una pregunta</li> <li>soportar/apoyar</li> <li>Ortografía: tildes en el pretérito vs. presente</li> <li>● Gramática:</li> <li>- El pretérito (video yo)</li> <li>- Por vs. para</li> <li>● Caso práctico: escenarios/entrevista</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulario: Quiz de expresiones problemáticas</li> <li>● Ortografía: Quiz de tildes en los verbos del pretérito vs. presente</li> <li>● Ver: <i>Study it:</i> (Preterite, Pret. ser/ir)</li> <li>● Por/para. Practice it! P10-9</li> <li>● Vocabulario L10-4,</li> <li>● Expresiones problemáticas: ver video parte 1</li> <li>● Gramática P10-7,8 P10-11; G10-20</li> </ul>
SEMANA 4	<p><b>Un examen físico.</b></p> <p>A charlar sobre las notas culturales</p> <ul style="list-style-type: none"> <li>● Gramática:</li> <li>-Study it: the verb gustar, verbs like gustar, - demonstrative adj, dem. Pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>MindTap activities</b></li> <li>● Vocabulario:</li> <li>● L8-4 (1-3)</li> <li>● Gramática: L8-7,8,9</li> <li>● L8-11, L8-13 (1-2)</li> <li>● G8-19</li> </ul>
SEMANA 5	<p><b>En el consultorio/en el hospital</b></p> <ul style="list-style-type: none"> <li>● Preguntas al paciente con Saber/conocer/querer</li> <li>● Vocabulario y Gramática:</li> <li>- General (Learn it: L13-2, 3) (Learn it: L13-4; Practice: P13-7,8; Got it G13-18)</li> </ul>	<ul style="list-style-type: none"> <li>● Hacer 3 preguntas al paciente con Saber/conocer/querer</li> <li>● Vocabulario y Gramática:</li> <li>- General (Learn it: L13-2, 3)</li> <li>-Saber vs. conocer vs. querer (Learn it: L13-4; Practice: P13-7,8; Got it G13-18)</li> </ul>



SEMANA 6	<p><b>Con el dietista/problemas con diabetes (Lección 6)</b></p> <ul style="list-style-type: none"> <li>● Gramática: <ul style="list-style-type: none"> <li>- Deber + infinitive &amp; Mandatos</li> </ul> </li> <li>● Vocabulario (Lección 6)</li> <li>● Expresiones problemáticas: <ul style="list-style-type: none"> <li>- Aplicar vs. solicitar</li> <li>- Realizar vs. Darse cuenta Parte 2</li> </ul> </li> </ul> <p>Expresiones problemáticas video</p> <p>Objetivos: Discutir la importancia de la dieta</p>	<p>Read it. Lección 6</p> <p>Escuchemos: Con la dietista: “Problemas sobre su hijo Ramón” Completar ejercicio sobre el diálogo y subir en un documento circulando si cada frase sobre el diálogo es V (verdadera) o F (falsa) pp. 74 y 75.</p> <ul style="list-style-type: none"> <li>● Apply it! A6-18 “Un paso más” (Use la construcción “Debe + (verbo infinitivo) o No debe + (verbo infinitivo) &amp; Mandatos formales para cada situación.</li> <li>● Apply it! A6-14 “Hablemos”: Entrevista a un compañeros de clase</li> <li>● A charlar: Traducción de frases oralmente (ejercicio creado por Debbi) y añadir una reflexión oral de cuatro/cinco frases sobre la importancia de la dieta utilizando los mandatos</li> <li>● De la lección 9 (Mandatos)</li> <li>● Practice it! P9- 9, 10</li> <li>● Caso práctico: escenarios/entrevista</li> </ul>
SEMANA 7	<p><b>Problemas de hipertensión (Lección 16)</b></p> <ul style="list-style-type: none"> <li>● Vocabulario</li> <li>● Nota cultural (p. 210)</li> <li>● Gramática: Gramática:</li> <li>● Read it! Basic Spanish Grammar: Presente de subjuntivo &amp; superlative: “-ísimo”</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulario: L16-2, 3.</li> <li>● ¡A charlar! Nota cultural: -De acuerdo a la información sobre la hipertensión que encuentra en la nota cultural y a sus conocimientos, prepare un video de 2 minutos explicando a un paciente</li> </ul>

		<p>qué es la hipertensión, los peligros que entraña y cómo se puede mejorar.</p> <ul style="list-style-type: none"> <li>● Gramática: Presente de subjuntivo: <ul style="list-style-type: none"> <li>- Practice it! P16-8</li> <li>- Apply it! A16-14</li> <li>- Got it! G16-18</li> </ul> </li> </ul> <p>Caso práctico: Informe escrito: “La hipertensión: Síntomas e instrucciones”</p>
SEMANA 8	<p>Con el ginecólogo/planificación familiar</p> <ul style="list-style-type: none"> <li>● Vocabulario</li> <li>● Expresiones problemáticas: <ul style="list-style-type: none"> <li>- Parientes vs. padres</li> <li>- Embarazada vs. embarazosa vs. avergonzada</li> <li>- Expresiones problemáticas parte 3 video</li> </ul> </li> <li>● Gramática: <ul style="list-style-type: none"> <li>-Participio pasado: presente y pasado perfecto (de la lección 14)</li> </ul> </li> <li>● Notas culturales (leer p. 48) y contestar preguntas</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulario <ul style="list-style-type: none"> <li>- Learn it! L4-2, 3;</li> <li>- Practice it! P4-4,5</li> <li>- Got it! G4-19</li> </ul> </li> <li>● Ejercicio de expresiones problemáticas</li> <li>● Gramática <ul style="list-style-type: none"> <li>-Practice it! P14-7,8,9</li> </ul> </li> <li>● Discussion board: Notas culturales: <ul style="list-style-type: none"> <li>-Contestar las preguntas y responder a dos comentarios de compañeros</li> </ul> </li> <li>● Caso práctico: escenarios/entrevista</li> </ul>
SEMANA 9	<p>Nace un bebé (lección 11)</p> <ul style="list-style-type: none"> <li>● Vocabulario</li> <li>● Gramáticas <ul style="list-style-type: none"> <li>- Expresiones de tiempo: “Cuánto tiempo hace que...”</li> <li>- Pretérito irregular y de raíz de cambio vocálico</li> <li>- Mandatos informales (tú)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulario <ul style="list-style-type: none"> <li>-Practice it P11-5,6</li> </ul> </li> <li>● Gramática <ul style="list-style-type: none"> <li>- Expresiones de tiempo: “Cuánto tiempo hace que...” : Practice it! P11-7</li> <li>- Pretérito irregular y de raíz de cambio vocálico: Practice it! P11-8, 9</li> <li>- Mandatos informales (tú) Practice it! P11-10 &amp;</li> <li>-</li> </ul> </li> </ul> <p>-¡A hablar! Graba un video de minuto y medio dando mandatos a tu amiga tras saber que está embarazada y no ha ido todavía</p>

		<p>al ginecólogo ni le ha dicho nada a su pareja ni a su familia.</p> <ul style="list-style-type: none"> <li>● Caso práctico: escenarios/ entrevista</li> <li>● Informe escrito</li> </ul>
SEMANA 10	<p><b>Con el pediatra (lec. 3 y 5)</b></p> <ul style="list-style-type: none"> <li>● Vocabulario</li> <li>● Gramática: Lección 17</li> <li>- Subjuntivo para expresar emoción y expresiones impersonales “Es importante que...”</li> <li>- Formación de adverbios: terminaciones en “-mente”</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulario -Practice it P3-5,6 &amp; P5-5,6</li> <li>● Gramática: - Subjuntivo para expresar emoción y expresiones impersonales “Es importante que...” Practice it! P17-7,8</li> <li>- Formación de adverbios Practice it! P17-9</li> <li>- Got it! P17-19</li> <li>● Caso práctico: escenarios/entrevista</li> </ul>
SEMANA 11	<p><b>Intercambio en los temas entre el módulo 11 y módulo 12</b> <b>Enfermedades venéreas y drogadicción (Lecc 15 y 18) impot. Vocabulario 189</b></p> <ul style="list-style-type: none"> <li>● Vocabulario</li> <li>● Gramática: (Lección 18 y 15) (Lección 18)</li> <li>- Subjuntivo para expresar duda, negación o inexistencia</li> <li>- Diminutivos Lección 15</li> <li>-Futuro y Condicional (Lección 15)</li> <li>-Algunos usos de las preposiciones</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulario: Practice it! P18-5,6 &amp;</li> <li>● Gramática: -Subjuntivo para expresar duda, negación o inexistencia (Lección 18) Got it! G18-19</li> <li>--Futuro y Condicional (Lección 15)</li> <li>-Algunos usos de las preposiciones Got it! G15-18</li> </ul>
SEMANA 12	<p><b>En el consultorio del cardiólogo lección 20)</b></p> <ul style="list-style-type: none"> <li>● Vocabulario</li> <li>Gramática: -El imperfecto de subjuntivo</li> <li>-Cláusulas con “si”</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulario Practice it! P20-5,6</li> <li>● Gramática</li> <li>● -El imperfecto de subjuntivo Practice it! P20-7,9</li> </ul>

		<ul style="list-style-type: none"> <li>● -Clausulas con “si” Practice it! P20-9</li> <li>● ¡A charlar! ¿Qué harías si pensarás que estás sufriendo un ataque al corazón? Grabar video de dos minutos con la respuesta utilizando al menos tres cláusulas con sí para ofrecer tres distintas situaciones. Ej. Si estuviera sola en casa, yo... / Si estuviera conduciendo, yo...</li> <li>● Caso práctico: escenarios/entrevista</li> </ul>
SEMANA 13	<ul style="list-style-type: none"> <li>● Consejos útiles 9.p.243-52</li> <li>● Entrevista con Jacomino</li> <li>● Vocabulario</li> <li>● Subjuntivo tras algunas conjunciones</li> <li>● Presente perfecto de subjuntivo</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulario: - Learn it L19-2,3 - Practice it P19-5</li> <li>● Antes de leer: Escriba tres frases con el vocabulario de “Antes de la entrevista con el Dr. Jacomino”.</li> <li>● Tras la entrevista del Dr. Jacomino contestar a las siguientes preguntas sobre la entrevista y comentar las respuestas de dos compañeros diciendo si estás de acuerdo o en desacuerdo y por qué?</li> <li>● Gramática: - El subjuntivo tras conjunciones: Learn it P 19-4 - El presente perfecto de subjuntivo P 19-8,9</li> </ul>
SEMANA 14	Los trabajadores sociales:	<ul style="list-style-type: none"> <li>● Escriba 2 frases con cada palabra de las</li> </ul>

	<ul style="list-style-type: none"> <li>● Expresiones problemáticas (parte cuarta) -Tratar vs. tratarse de vs. tratar de - Sano vs. cuerdo Parte 4 video</li> <li>● Composición escrita: Revisión de las construcciones con “Si”</li> </ul>	<p>expresiones problemáticas que dejen claro es significado de cada una de ellas: 1) tratar; 2) tratarse de; 3) tratar de; 5) sano; 5) cuerdo</p> <ul style="list-style-type: none"> <li>● Informe escrito: Escriba un informe escrito de entre 200 y 225 palabras , empleando la construcción de “si + pasado de subjuntivo + condicional” y contestando a esta pregunta: <i>Si fuera un trabajador social, cómo promocionaría la creación, el desarrollo y la mejora de recursos comunitarios, iniciativas e inserción social de los hispanos mayores de 75 años con dificultades para hablar inglés?</i></li> </ul>
SEMANA 15	<p>Psiquiatría</p> <ul style="list-style-type: none"> <li>● Leer: “Language is not enough: Institutional supports for Spanish speaking client-worker engagement in child welfare”</li> <li>● Presentación oral sobre un aspecto cultural</li> </ul>	<ul style="list-style-type: none"> <li>● Sobre la lectura: Crear 10 preguntas en español para un paciente usando la terminología de la hoja adjunta</li> <li>● Presentación sobre un aspecto cultural. Escoja una de las notas culturales del libro y partiendo de ella, haga una presentación en español de entre 12 y 15 páginas donde aparezcan imágenes y texto en español (slides)</li> </ul>

		<p>profundizando en este aspecto cultural. Comente cómo se debe valorar y tratar el aspecto cultural seleccionado con los pacientes hispanos de los EEUU. Debe subir su presentación y comentar la presentación de dos de sus compañeros con un mínimo de 30 palabras dedicadas a cada una.</p>

[Páginas importantes para ortografía](#)