



COURSE OUTLINE

Course Number SPA121	Course Title Spanish 1 for Healthcare Providers	Credits 3
Hours: 3 Lecture	Co- or Pre-requisite:	Implementation Semester & Year Fall 2022

Catalog description: For healthcare students and professionals. Spoken communication in Spanish is both the goal and means of instruction. Within the context of providing healthcare, medicine and well-being, reading and writing are assigned out of class to facilitate effective listening and speaking practice in class. Basic grammar is also introduced.

General Education
Category:
Goal 6: Humanities

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Required texts & Other materials:

- Title: Spanish for Health Care (2nd Edition). Authors: Patricia Rush and Patricia Houston. Publisher: Pearson, 2011.
- Excerpts from: Title: ¡Salud! Introductory Spanish for Health Professionals. Ernest Lunsford. University of North Carolina at Chapel Hill.
- *Extemporeapp.com*

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. Demonstrate reading comprehension of written Spanish on a low-novice level. (ILG 6,10; PLO 1)
2. Demonstrate the ability to move a spoken conversation forward, with basic listening comprehension and speaking skills. (ILG 6,10; PLO 1)
3. Write Spanish on a low-novice level. (ILG 6, 10; PLO 1)
4. Demonstrate knowledge of the daily lives of the Spanish-speaking peoples of the world regarding healthcare, well-being, and medicine; and current and past contributions made by Spanish-speaking peoples to medical science and practice. (ILG 8, 10)

Course-specific Institutional Learning Goals (ILG):

Goal 4. Technology: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 6. Humanities: Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work

Program Learning Outcomes for Liberal Arts (PLO)

1. Speak, write, read, and comprehend a world language commensurate with the level of study

Units of study in detail – Unit Student Learning Outcomes:

Introduction and Unit 1: A visit to the Doctor [SLO 1-5]

Students will demonstrate in Spanish how to:

1. Introduce and describe yourself; Make appointments; Share personal information and medical history; Ask for information
2. Recognize, list and pronounce the Spanish alphabet, basic nouns, numbers 1-30, subject pronouns, adjectives and interrogative words and conjugate the present tense of the verb 'SER'
3. Compare and contrast constructions between North American and Hispanic cultures regarding the action of greetings and goodbyes; names, nicknames and titles. Define terms of self-identity by Spanish speakers

Unit 2: The Human Body [SLO 1-5]

Students will demonstrate in Spanish how to:

1. Discuss parts of the body; Describe physical conditions and actions
2. Recognize, list and pronounce Spanish vowel sounds and numbers 31 and higher, conjugate the present tense of '-ar', '-er' and '-ir' verbs, form questions, and conjugate the present tense of 'TENER' and 'ESTAR.'
3. Compare and contrast constructions between North American and Hispanic cultures regarding modesty, morality, intimacy, respect and honesty in the context of healthcare relationships

Unit 3: Pain and other symptoms [SLO 1-5]

Students will demonstrate in Spanish how to:

1. Describe symptoms; Discuss events in progress; Express plans of action
2. Recognize and conjugate verbs in present progressive; Distinguish between 'SER' and 'ESTAR'; Express future with present tense of 'IR'
3. Compare and contrast constructions between North American and Hispanic cultures regarding home remedies; Formal and informal speech

Unit 4: Serious Illness and Disease [SLO 1-5]

Students will demonstrate in Spanish how to:

1. Describe daily activities; Indicate relationships; Make comparisons

2. identify possessive adjectives; Conjugate irregular and stem changing verbs;
3. Compare and contrast constructions between North American and Hispanic cultures regarding AIDS and Cancer; Clinics vs. Hospitals;

Unit 5: Emergency! [SLO 1-5]

Students will demonstrate in Spanish how to:

1. Make requests and demands; Respond to a 911 call
2. Recognize, conjugate and pronounce formal commands; Express negative ideas
3. Compare and contrast constructions between North American and Hispanic cultures regarding Emergency response requests; Proverbs and Sayings

Unit 6: Review of learned concepts [SLO 1-5]

Students will demonstrate in Spanish how to:

1. [see above contents]

Evaluation of student learning:

Homework(flipped class design): reading/written practice activities/ recorded voice activities (20% of final grade)

Required work in preparation for each class includes the reading and practice of vocabulary lists and grammar explanations. Activities that contextualize these points will be completed on a daily basis. These assignments can be done individually by students and are not necessarily communicative in nature.

Participation during class meetings in small and large group discussion; guided dialogue (20% of final grade)

In-class course work will be comprised of communicative activities which develop precisely those skills that the student cannot perform alone at home: that is, speaking with others in Spanish. The language of instruction and classroom business is in the target language.

Short spoken presentations (prerecorded or during class) (15% of final grade)

Spoken communication (speaking and listening) will be assessed by at least two oral presentations in the form of spontaneous dialogue.

Short essays (15% of final grade)

Assessment of writing skills will be evaluated by at least three in-class short essay writing.

Written unit tests (20% of final grade)

Students will complete a written test after each unit. These written assessments will measure skill levels in reading comprehension, writing, grammar constructions and listening comprehension.

Final exam or project (10%)