COURSE OUTLINE

Course Number  Course Title  Credits
SPA 121  Spanish for Health Providers I  3

Hours: Co- or Pre-requisite  Implementatio
3  n/a  n Fall/ 2014

Catalog description: (2018-2019 Catalog): The first of a sequence of courses designed for healthcare students and professionals with little or no prior knowledge of Spanish. Spoken communication in Spanish is both the end goal and the means of instruction. The course emphasizes listening, speaking, reading and writing Spanish 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.

Is course New, Revised, or Modified? revised

Required texts/other materials:

Excerpts from:
Title: ¡Salud! Introductory Spanish for Health Professionals. Ernest Lunsford. University of North Carolina at Chapel Hill.

Revision date: Course coordinator:
Spring 2019  Daniel D'Arpa, (609) 570-3318, darpad@mccc.edu

Information resources:
Publisher’s online resources (www.myspanishkit.com / www.myspanishlab.com)
(The online passcode gives students access to a web-based instructional system that supports the textbook and includes learning and assessment tools.

Other learning resources:
Students are encouraged to purchase a smartphone app Spanish-English dictionary or gain access to such online dictionaries. Spanish tutoring is available in the Learning Center. Spanish language learning software is available on the MCCC library website.

MCCC Course Outline; Approved by the Curriculum Committee 12/6/07
Course Competencies/Goals:
Upon successful completion of the course, the student will be able to:

1. Demonstrate reading comprehension of written Spanish on basic level. (ILG 6, 10) [Methods of assessment: small and large group discussion; individual written assignments; written test]
2. Demonstrate the ability to move a spoken conversation forward, with basic listening comprehension and speaking skills. (ILG 6, 10) [Methods of assessment: small and large group discussion; guided dialogue]
3. Write Spanish on a basic level. (ILG 6, 10) [Methods of assessment: short essay; written test]
4. Identify basic grammatical elements of Spanish sentence structure. (ILG 4, 6, 10) [Methods of assessment: completion of written tasks; tests]
5. Demonstrate knowledge of the daily lives of the Spanish-speaking peoples of the world; and current and past contributions made by Spanish-speaking peoples to world literature, art, music, science, and commerce. (ILG 8, 10) [Methods of assessment: small and large group discussion; tests; completion of homework assignments].

ILGs: The course meets the following 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.

Units of study in detail.
Introduction and Unit 1: A visit to the Doctor [SLO 1-5; ILG 4,6,8,10]
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; ILG 4,6,8,10]
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; ILG 4,6,8,10]
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; ILG 4,6,8,10]**

*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; ILG 4,6,8,10]**

*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; ILG 4,6,8,10]**

*Students will demonstrate in Spanish how to:*
1. [see above contents]

**Evaluation of student learning:**
- Students will complete a written test after each unit studied including a Midterm and a Final examination. The Midterm will be comprehensive of units 1-3 and the Final will be comprehensive of units 4-6. These written assessments will measure skill levels in reading comprehension, writing, grammar constructions and listening comprehension.
- Further assessment of writing skills will be evaluated by at least three in-class short essay writing.
- Spoken communication (speaking and listening) will be assessed by at least two oral presentations in the form of spontaneous dialogue.
- Required work in preparation for each class includes the study 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.
- Daily 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 Spanish.

**Academic Integrity Statement: Academic Integrity Policy:**
The *Academic Integrity Policies* of Mercer County Community College are based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate academic dishonesty in the college community, and (3) to foster a high sense of integrity and social responsibility on the part of the college community. Students should become familiar with and strictly adhere to MCCC's Academic Integrity policies. Refer to [http://www.mccc.edu/admissions_policies_integrity.shtml](http://www.mccc.edu/admissions_policies_integrity.shtml).