## COURSE OUTLINE

<table>
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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>SPA 122</td>
<td>Spanish 2 for HealthCare Providers</td>
<td>3</td>
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<tr>
<th>Hours:</th>
<th>Pre-requisite</th>
<th>Implementation</th>
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<tbody>
<tr>
<td>3</td>
<td>SPA121</td>
<td>Fall/2014</td>
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**Catalog description:** (2018-2019 Catalog): The second of a sequence of courses designed for healthcare students and professionals with little or no prior knowledge of Spanish. Spoken communication in Spanish continues as both the end goal and the means of instruction. The course builds on 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:** Spring 2019

**Course coordinator:**
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.
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. **Unit 7: Food and Nutrition** [SLO 1-5; ILG 4,6,8,10]
*Students will demonstrate in Spanish how to:*
1. Discuss preferences and instructions regarding diets, supplements and exercise
2. Construct expressions with the passive voice, ‘acabar de’, verbs like ‘gustar’
3. Compare and contrast constructions between North American and Hispanic cultures regarding infant malnutrition

**Unit 8: Maternity and Pediatrics** [SLO 1-5; ILG 4,6,8,10]
*Students will demonstrate in Spanish how to:*
1. Discuss pre and post natal care; Describe daily routines
2. Conjugate reflexive verbs; Distinguish between uses of ‘SABER’ and ‘CONOCER’ Compare and contrast constructions between North American and Hispanic cultures regarding midwives; Migration and legal vs. undocumented patients and patients with no family in U.S.

**Unit 9: Addictions and Depression** [SLO 1-5; ILG 4,6,8,10]
*Students will demonstrate in Spanish how to:*
1. Giving advice and suggestions
2. Conjugate verbs in the subjunctive;
3. Compare and contrast constructions between North American and Hispanic cultures regarding drinking and driving; domestic abuse

**Unit 10: Hospitalization** [SLO 1-5; ILG 4,6,8,10]
*Students will demonstrate in Spanish how to:*
1. Discuss past activities; Describing surgery and nursing
2. identify possessive adjectives; Conjugate preterite tense of verbs;
3. Compare and contrast constructions between North American and Hispanic cultures regarding cultural literacy and competency; Rural vs. Urban origins of patients;
Unit 11: Therapy and Routine Care [SLO 1-5; ILG 4,6,8,10]
Students will demonstrate in Spanish how to:
1. Explain basic patterns and needs to the pharmacist, the physical therapist, the dentist, and optometrist
2. Conjugate imperfect tense of verbs
3. Compare and contrast constructions between North American and Hispanic cultures regarding health risks and prevention; the use of an interpreter

Unit 12: 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 7-9 and the Final will be comprehensive of units 10-12. 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.