

## Spanish for the Health Sciences I

SPAN 2003 (3 Credits / 45 hours)

SIT Study Abroad Program:

Chile: Public Health, Traditional Medicine, and Community Empowerment

**PLEASE NOTE: Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.**

### Course Description

The Spanish-language training course has been specifically designed to integrate the curriculum of the other courses in the academic programs, the excursions, and the homestay experience. This holistic approach to language learning can greatly improve student success in all program components and their overall experience in country.

The course additionally offers practical sessions of readings, analysis, and educational excursions in order to support students' understanding of written materials and classes given in Spanish, especially seminars, whose topics revolve around the main contents of the program: Public Health, Traditional Medicine and Community Empowerment. In addition, tutorial sessions are scheduled during the third and fifth week in order to contribute to the students' academic progress. Therefore, the Spanish course becomes an indispensable tool for students, which helps them in their intercultural immersion and interaction, as well as supports them in all aspects of their studies abroad, especially in conducting the Independent Study Project (ISP).

### Course Objectives

- To facilitate the mastery of important communicative competence skills, with an emphasis on comprehension of daily social interactions
- To foster the ability to comprehend lectures and formulate questions in more specialized situations requiring technical language knowledge
- To cultivate proficiency in spoken Spanish through strong listening comprehension skills and oral practice
- To further develop grammatical and written capabilities

### Expected Learning Outcomes

Upon completing this course, students will be able to:

- Use appropriate greetings, self-presentation, and farewells
- Use expressions of courtesy
- Identify and describe different contexts in which they interact: the house, institutions, public places, and the people with which they interact
- Explain their origin, history, profession, goals, and plans

- Speak about their country, their family, friends, activities, pastimes, interests, and preferences
- Converse understandably in the present, past and future tenses
- Narrate and describe in simple forms
- Express themselves appropriately in the following contexts: buses, restaurants, hotels, hospitals, public offices, stores, their host family, and social gatherings
- Formulate understandable questions in order to obtain social and work-related information
- Successfully participate in conversations in small groups, about current topics and events such as: sports, economy, politics, social and family structure, environment, and business
- Write understandably about the previously described topics

### **How Objectives Will Be Met**

Classes and field-based language activities are taught by experienced native speakers of the language who are teachers and use oral proficiency-based approaches. Students are placed into appropriate language courses based on in-country oral proficiency interviews. These placements may not directly correspond to the student's course level at the home institution as SIT courses focus on communicative competence and linguistic functional ability. The oral proficiency exam consists of a short interview of perhaps 20-30 minutes. The goal of this interview is to establish a student's placement with regards to the language classes.

Oral proficiency interviews are also conducted toward the end of the semester to provide a measurement of students' overall communicative and linguistic progress. Thus, course grades provide an assessment of students' performance in meeting the requirements of the language class while estimated language levels provide an assessment of students' linguistic competence in the host language.

### **Course Content**

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- Be/to be in present, interrogative pronouns, indefinite and imperfect preterits, expression of desire with subjunctive, prepositions
- Making petitions, to describe, to relate, to ask, to express the opinion, to do concessions
- Reading of texts and conversations about: key events and milestones of Public health, policies, identity and culture, indigenous peoples, administrative, and political organization of Chile
- All of these contents are organized into units with a focus on learning through interactive classroom activities and homework assignments

### **Course Requirements**

#### **Readings**

You are responsible for all the required readings, and should be prepared to bring them to bear on discussions in class. The readings will help you place the classes in their context, to challenge and engage lecturers, to generate questions for class discussions, and to deepen your knowledge of particular aspects discussed in class. They are not necessarily tailor-made for each and every class.

### **Required readings**

SIT Spanish textbook. Arica-Chile, 2012

Nissenberg, Gilda. "Complete Spanish Grammar" Editorial McGraw-Hill. 2006

### **Additional Readings**

Abad, Mabel. "Tentativas y Aciertos en español como segunda lengua". Santiago, Mago editores, 2005 (2007).

Matte, F., Gramática Comunicativa del Español, Edelsa, Chile, 1995. Montecinos, S. (comp.):

Revisitando Chile: Identidades, Mitos e Historias, Publicaciones del Bicentenario, Chile, 2003.

R.A.E., Esbozo de una Nueva Gramática de la Lengua Española, Espasa-Calpe, Chile, 1982.

Rodríguez, J. (coord.), Diccionario Práctico de Conjugación, Everest, Chile, 1998.

### **Student Evaluation and Grading Criteria**

Evaluation of Spanish language study is not solely on the basis of class performance, exam scores, or course level (although these are important factors). Rather, the grade decisions are based upon language development as demonstrated in formal and informal settings and performance using the Spanish language in the homestay and host culture generally. This includes the following:

- a. Attendance, positive attitude, and participation in all language classes;
- b. Observed initiative in using Spanish and actively acquiring vocabulary and improved fluency both in and out of the classroom;
- c. Spanish instructors' evaluation of progress and efforts made in language classes as demonstrated in oral and written examinations and observations;
- d. Academic director's evaluation of effort and progress.

### **Assignments**

Timely completion of all assignments is expected. Late hand-ins will be penalized. All assignments are evaluated according to organization, analytical quality, depth of understanding, argumentation, and presentation of evidence.

Two Oral Tests (interviews, debate, dramatization, oral presentation)	30%
Oral evaluation and final abstract presentation	20%
Two written tests	30%
Participation	20%

### **Grading Scales and Criteria**

Grades are earned both fairly and rigorously and in accordance with the system below. They will reflect a combination of absolute quality of performance, progress made, the ability to take into

account and assimilate the academic director's and the instructors' advice. An "A" letter grade reflects exceptional work, perfect combination of academic competences and personal research and analysis. It shows great ability to integrate field-based investigation and personal reflection into a structured and well-argued paper. A "B" letter grade reflects serious and methodical work as well as a substantial effort at analyzing and understanding the issues. A "C" letter grade shows the work meets the requirements but needs more in-depth reflection and personal involvement. A "D" letter grade is insufficient and clearly reflects lack of work or serious deficiencies.

The grading scale for all classes is as follows:

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
Below 64	F

**Please see the SIT Study Abroad Student Handbook** for policies on academic integrity, ethics, academic warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

**Disability Services:** Students with disabilities are encouraged to contact Disability Services at [disabilityservices@sit.edu](mailto:disabilityservices@sit.edu) for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.

**Please Note:** Course content, lectures, and readings may be modified as needed. Should any change of class topics or lectures be necessary, students will be promptly notified.