

## Spanish for the Health Sciences III

SPAN3003 (3 Credits / 45 hours)

SIT Study Abroad Program:

Chile: Public Health, Traditional Medicine, and Community Empowerment

**PLEASE NOTE: This syllabus represents a recent semester. 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

By the end of the course, students should have attained the following:

- Improved ability for daily academic and cultural engagement with host communities.

- Increased language skills in areas related to the thematic foci of the program, including public health, community welfare, and epidemiology.
- Enhanced oral comprehension and communication, situational practices of new grammatical concepts, and cultural appropriateness.
- Expanded knowledge of the vocabulary used within the public health field to enhance interviewing skills, written assignments, and informal interactions.
- Ability to speak fluidly about their activities, their past, their future plans, their family and social life, and their experiences using complete sentences and paragraphs.
- Ability to explain the current state of their country, region and city, its political and administrative organization, its geography and parts of its history.
- Ability to discuss, using concise and clear sentences, topics about current world events and make comparisons between countries in areas such as health, culture, gender, politics, economy, and social groups.
- Ability to utilize, although without completely managing them, the indicative, subjunctive, and imperative tenses.
- Ability to formulate clear questions referring to time, weather, places, information, trends and opinions
- Write, with relative ease, about the previous items.

### **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**

#### Spanish for the Health Sciences III

- Interrogative pronouns, impersonal verbs, negation, combination of composed, imperative, and indefinite preterits, prepositions, direct and indirect complements of object, expression of wish or will and emotions with subjunctive, expression of the opinion with subjunctive, expression of the time, concession, purpose and condition with subjunctive.
- Language functions include how to petition, to describe, to relate, to ask, to express the opinion, to interview, to debate, to express emotions, desires, to make concessions, to express hypothetical situations.

- Reading of texts and conversations about health sciences and other topics of the program. All of these contents are organized into units with a focus on learning through interactive classroom activities and homework assignments.
- The course has an emphasis on academic speech and/or Latin-American and Chilean literature.

## **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

Rogelio Alonso Vallecillo. "Advanced Spanish Grammar" 2007

Castro, Francisca. "USO de la gramática española". Edelsa. Gruoo didascalía SA, 2011

### ***Additional Readings***

Abad, Mabel. "Tentativas y Aciertos en español como segunda lengua". Santiago, Mago editores, 2005 (Está a la venta la edición 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.

**PLEASE NOTE: COURSE CONTENTS, LECTURERS AND READINGS MAY BE MODIFIED AS NEEDED. SHOULD ANY CHANGE OF CLASS TOPICS OR LECTURERS BE NECESSARY, STUDENTS WILL BE PROMPTLY NOTIFIED.**

### **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.