

Spanish for the Health Sciences II

SPAN 2503 (3 credits / 45 hours)

Chile: Public Health, Traditional Medicine, and Community Empowerment

This syllabus is representative of a typical 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 tenth 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) or Internship.

Student Learning Outcomes

Upon completing this course, students will be able to:

- Orally describe experiences about everyday situations using an elaborate vocabulary.
- Determine when to use *ser* or *estar* in text
- Understand a conversation about a topic discussed in class properly
- Use reflexive verbs in conversation;
- Explain when to use the preterit or the imperfect in a passage;
- Broaden vocabulary by reading short stories and newspaper articles
- Use vocabulary related to family and friendships and Chilean culture appropriately in conversation;
- Describe with fluidity typical Chilean foods; discuss cooking using the appropriate vocabulary; identify ingredients used in Chilean cuisine;
- Answer and comment questions related to short reading assignments.

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 an in-country oral proficiency interview and written test. 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 goal of this interview and written test 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. Course grades provide an assessment of students' performance in meeting the requirements of the language class and estimated language levels provide an assessment of students' linguistic competence in the host language.

Language of Instruction

This course is conducted entirely in Spanish.

Language Levels and Placement

Students are placed into the appropriate language course after they take an oral proficiency exam and written test the first week of the program. The oral proficiency exam consists of a 20-to-30-minute interview and the written test consists of organic written pieces lasting approximately 60 minutes. Both are designed to determine a student's language level in our program.

Course Requirements

Students are responsible for completing all required readings and must be ready to participate in class discussions. Students are expected to engage lecturers and classmates and to generate questions for class discussions.

Required Readings:

SIT Spanish textbook. Arica-Chile (2022). (Prepared for the course)

Real Academia Española (2010). *Nueva Gramática de la Lengua Española - Manual*. En línea: https://www.academia.edu/29461718/RAE_Manual_de_la_Nueva_Gram%C3%A1tica_de_la_Lengua_Espa%C3%B1ola/

Real Academia Española (1999). *Ortografía de la Lengua Española*. En línea: <https://lya.fcien.unam.mx/gfgf/ga20111/material/Ortografia.pdf>

Castro, F. (2000). *Uso de la gramática española. Nivel Intermedio*. Madrid, Edelsa. En

línea: <https://pdfcoffee.com/qdownload/uso-de-la-gramatica-espanola-intermedio-pdf-free.html/>
Gramática Española Esquemas ESO (2011). *La gramática en mapas conceptuales*. Cuadernos Digitales. Aula 31. En línea: <https://ciervalengua.files.wordpress.com/2011/11/gramc3a1tica-en-esquemas-eso.pdf>

Excerpts from several texts will be used in class and will be available via a course packet and/or on the course's CANVAS page.

Online Resources:

Diccionario RAE: <https://dle.rae.es/>
World Reference: <http://www.wordreference.com/esen/>
Spanish Learning Made Easy: <https://www.spanishdict.com/>
Marco ELE: <https://marcoele.com/>
Todo ELE: <https://www.todoele.net/explora/>
Fundación Español Urgente: <https://www.fundeu.es/>
Español al día: <https://www.rae.es/espanol-al-dia/>

Videoteca del curso: <https://goo.su/bb3x/>

Portales Chilenos: www.sitios.cl
Derechos Humanos: <https://www.minjusticia.gob.cl/> and <https://www.indh.cl/>
Pueblos Indígenas: www.serindigena.cl
Canciones Hispanas: www.atame.org
Diario La Estrella de Arica: www.estrellaarica.cl
Diario El Morrocotudo: <https://www.elmorrocotudo.cl/>
Agenda Cultural: <https://eligecultura.gob.cl/events/>

Recommended Readings:

Alarcos Llorach, E. (1994). *Gramática de la lengua española*. Madrid: Espasa Calpe. En línea: <http://coleccion.narod.ru/manuales/RAE-Gramatica-de-la-lengua.pdf>
Arnal, C., and Ruiz de Garibay, A. (1996). *Escribe en Español*. SGEL: Madrid. *En línea: <https://es.scribd.com/document/341190656/Carmen-Arnal-Escribe-en-Espanol-pdf>
Bosque, I. y Demonte, V. (1999). *Gramática descriptiva de la lengua española*. Madrid: Espasa Calpe. *En línea: <https://www.espanolavanzado.com/recursos/2771-gramatica-descriptiva-de-la-lengua-espanola>
RAE. (2005). *Diccionario Panhispánico de Dudas*. Espasa-Calpe, Madrid. En línea: <https://www.rae.es/dpd/>

RAE. (2005). Diccionario Panhispánico de Dudas. *Modelos de conjugación verbal*. *En línea:
<https://www.rae.es/dpd/ayuda/modelos-de-conjugacion-verbal/>

MarcoELE (2019). papELEs. *Gramática del Español como Lengua Extranjera*, Nivel B. En línea:
<https://marcoele.com/gramatica-b/>

MarcoELE (2019). ELEfante. *Gramática del Español como Lengua Extranjera*, Nivel B. En línea:
<https://marcoele.com/gramatica-b/>

Course content

Spanish for the Health Sciences II

- Be/to be in present, pronominal verbs, imperative, conditional clauses, por vs para, interrogative pronouns, indefinite, pluperfect, and imperfect preterite, expression of comparison, expression of desire with subjunctive, imperfect subjunctive, prepositions.
- To do petitions to write, to relate, to ask, to express the opinion, to interview, to debate, to express emotions, desires. Reading of texts and conversations about: key events and milestones of Public health policies, identity and culture, indigenous peoples, gender and discrimination, and others topics related with the thematic seminars of the program: Public health and community welfare.
- All of these contents are organized into units with a focus on learning through interactive classroom activities and homework assignments.

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 quizzes	20%
Written test	20%
Oral test	20%
Oral presentation (ISP / internship proposal)	20%
Oral presentation (ISP / internship final results)	20%

Grading Scales and Criteria

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

All grades assigned will take into account the students' special circumstances and challenges they face as foreign students. An "A" grade for an assignment entails superior (not just "very good") performance in terms of not only technical correctness, but also in structure and organization of assignments, analysis, logic of writing, and consistency.

In terms of Class Participation, an "A" grade refers to full attendance, punctuality, attentive listening, and active engagement in all lectures, discussions, field trips, and other activities. It also means polite and respectful behavior. The level, frequency, and quality of the student's participation will be monitored and taken into account. 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.

Program Expectations

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class and in activities. Engage the lecturer and participants.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).

- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across differences and consider other perspectives with respect.
- Storing Your Work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.
- Personal Technology Use: cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. You may be marked as absent for habitually using them for something other than online classroom activities.
- Course Communication: Course documents and assignments will be posted on the learning management system, Canvas. Although the course calendar provides a broad overview and the general sequence of work and assignments for the course, what we accomplish in class will vary, and revisions to the calendar will be posted at the course site. You will need to check the course site regularly. You are responsible for letting us know about any network-related problems that prevent you from accessing or submitting assignments.
- Content Considerations: Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, we will flag content and activities that are especially graphic or intense, so we are prepared to address them soberly and sensitively. If you are struggling to keep up with the work or participate in the course because of the nature of the content and activities, you should speak with the Academic Director and/or seek help from counseling services.
- Classroom recording policy: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and](#)

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[research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.