

TEMPLATE**Functional Spoken Spanish- SPAN 099 -****I. REQUIRED TEXTBOOK AND OTHER MATERIALS**

- **Intro to Spanish for Healthcare Workers, 4th Edition.**
Author: Chase
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Publisher: Yale University Press
- Video program, self-correcting quizzes, downloadable graphics, worksheets and information specifically for health care workers can be accessed at the companion Website: www.yalebooks.com/medicallspanish.
- Download the app: **duolingo** on your phone.

II. CLASS DESCRIPTION:

Functional Spoken Spanish 099 is a beginning language course focusing on the oral production of the Spanish language. Students begin to develop the four language skills: listening, speaking, reading, and writing. Since SPAN 099 is a beginning conversational Spanish course, emphasis is placed on speaking in authentic real-life communicative situations usually encountered in a hospital environment.

III. SPAN 099 COURSE OBJECTIVES

1. Students will demonstrate a command of the Spanish sounds with basic pronunciation.
2. Students will develop grammar and vocabulary that will enable them to:
 - a. Exchange greetings and introductions.
 - b. Request information.
 - c. Provide basic assistance.
 - d. Provide calmness, and hope.
 - e. Give commands.
 - f. Formulate recommendations.

IV. TEACHING TECHNIQUE

The teaching techniques used in the class are student-centered with the instructor as the facilitator. In order to acquire and develop communication skills, students should use all the opportunities to practice the target language by engaging in communicative activities that promote understanding and production in Spanish. The instructor will conduct the class mostly in Spanish, and will provide a friendly atmosphere through realistic practice of the language in the classroom.

V. STUDENT EXPECTATION: This is a demanding course that requires **independent study** as well as participation in classroom activities. Spanish is not an easy language if one does not devote the time to study and practice. The rigors of Spanish grammar and verbal practice will be immediately felt by those who do not develop the habit of regular practice. The instructor welcomes questions at any time, and invites students to arrange to meet with her if they still have questions after class.

Everything is in place for all students to take advantage of this class. Spanish is a beautiful, fascinating and useful language, and to be bilingual and bicultural is a crucial attribute in our increasingly global community. Give yourself the chance of understanding other cultures, and to be able to communicate in Spanish! **Welcome to the course!**

VI. CLASS PARTICIPATION

You will be graded on the following rubric for class participation:

(74 -100%)	<ul style="list-style-type: none"> -Student comes prepared to class every day: brings textbook and notebook, writes class notes, has no cell phone on desk or anywhere near his/her person, reads material for the class only, does not draw or listen to music in class. -Student's interventions are frequent, accurate, relevant and always in Spanish. -Student uses English only after attempting to express himself/herself in Spanish. -Student greets people and takes leave using Spanish expressions. -Student participates in ALL activities and discussions and has a positive attitude. -Student is respectful with partners and teacher, offers help to partners and constantly seeks to improve his/her Spanish. -Student makes a positive impact on getting tasks done. -Student is always punctual and never leaves class early unless it's an emergency. <p>Student has 0-3 absences during the evaluation period which do not affect his/her learning.</p>
(50 -73%)	<ul style="list-style-type: none"> -Student generally comes prepared to class everyday but practices some inappropriate behavior once in a while such as: does not bring textbook, doesn't take notes, draws, tunes out, etc. -Student's interventions are not frequent and are occasionally inaccurate, irrelevant and not in Spanish. -Student occasionally uses English, especially in pair and group work without attempting to express him/herself in Spanish first. -Student sometimes greets people and takes leave using Spanish expressions. -Student shows interests in activities and participates, though sometimes passively rather than actively. -Student gets distracted and does not pay attention when others speak. Student is sometimes lost on activities. -Student sometimes contributes to getting tasks done. -Student is sometimes late or leaves class early. Student has 4-5 absences that directly affect his/her learning.
(0 - 50%)	<ul style="list-style-type: none"> -Student comes unprepared to class every day and practices the following unacceptable behaviors during class time: texts (THE CLASS HAS A NO CELL PHONE POLICY), does not take class notes, draws, listens to music, reads material from another class, etc.) -Student's interventions are rare (almost never) and generally inaccurate, irrelevant and not in Spanish. -Student frequently resorts to English for every activity. -Student does not greet people and does not take leave using Spanish expressions. -The student does not participate because he/she is absent (mentally or physically), is lost on activities has a negative attitude and does not show interest in the class. -Student chats away during lecture and activities and does not pay attention when others speak. In addition, he/she is disrespectful or unenthusiastic as a whole. -Student's presence in pair and group work has little impact on accomplishing tasks. Student has to be prodded to begin work, form groups or participate. -Student leaves class early without reason and is constantly late. Also, said student disruptively goes in and out of the classroom without motive. Student has more than 6 absences that directly affect his/her learning.

ATTENDANCE & PUNCTUALITY: The process of learning a language involves listening, writing and oral practice. Students need to be present for all of that to occur. Poor attendance and late arrivals will be reflected in a poor learning experience, and will result in a mediocre grade as well.

Students who demonstrate poor attendance, and lack of punctuality will experience the natural consequences of absenteeism. If a student misses more than two classes, or arrives late to more than 4 (without a valid excuse) her/his grade will drop accordingly.

*All students are expected to **come prepared to class: bring your textbook by the second day of class and every class after that** (counts towards participation grade).

***No cell phones on desks or anywhere near you unless authorized to do so.**

VII. ASSIGNMENTS IN CLASS

1. POWERPOINT/TEXTBOOK/COMPANION WEBSITE www.yalebooks.com/medicallspanish: You will have a number of written and listening exercises from the PowerPoint, textbook and companion website assigned **within class time**. You are responsible for handing in homework on time whether you were present or not the day before. You may email/screenshot your homework if you are planning not to be in class.

2. SKITS: Students will complete a series of scripted and unscripted dialogues within class time in pairs or groups.

3. ORAL PRESENTATION: You will present a dialogue between a doctor and a patient including the vocabulary and grammar learned in class. I will provide more detailed information during the semester.

4. FOUR to FIVE QUIZZES: These quizzes will consist of the following sections: listening comprehension, grammar, vocabulary, reading, culture and writing. The dates of the quizzes are stated in the syllabus on **page 6**.

5. FINAL EXAM: A cumulative final exam will be given on the last week of classes.

OUTSIDE/ONLINE

1. ALTERNATIVE HOMEWORK:

1. Complete 15 or more bubbles on the **duolingo app** or
2. Attend 2 on-campus course-appropriate workshops relating to Hispanic culture or
3. Watch at least 4 review videos by Señor Jordan <http://www.senorjordan.com/los-videos/> and summarize what you have learned or
4. Review 2 Spanish/Latino movies or series stating what words or new phrases you have learned or
5. Attend 2 tutoring sessions at any of the Montgomery College campuses or
6. An alternate course-related activity approved by your professor.

2. COMPANION WEBSITE www.yalebooks.com/medicallspanish. You will work on written and listening exercises on here.

VIII. HOW TO MAKE UP MISSED ASSIGNMENTS/ TESTS

If you are absent, I expect you to read the homework assignment given on the day you are absent and complete the homework before returning to class. If you have any questions about the homework, please do not hesitate to email or call me at ivonne.bruneau-botello@montgomerycollege.edu

IX. GRADING: The final grade will be determined as follows:

*In class homework: Powerpoint, textbook, companion website, handouts	10%
*Skits (Scripted and unscripted medical dialogues)	5%
*Oral Presentation	10%
*4-5 Quizzes	30% (6 % each)
*Final exam	20%
*Participation/Attendance	20%
*Alternative Homework (duolingo, movie review, etc.)	5%
A= 90-100 B = 80 - 89 C = 70 – 79 D = 60 – 69 F <60	

X. STUDENT CODE OF CONDUCT: The College believes in the premise that students are adults who are responsible for their own actions and who should be free to pursue their educational objectives in an environment that promotes learning, protects the integrity of the academic process, and protects the College Community. The instructor treats all students as adults, and expects adult, responsible behavior from them. Please see the Student Code of Conduct for a reminder of appropriate behavior if necessary.

CLASSROOM BEHAVIOR:

Please review Section VII, *Standards of College Behavior*, on pp. 73 – 74 of the *Student Handbook*. The college seeks to provide an environment where discussion and expression of all views relevant to the subject matter of the class are recognized and necessary to the educational process. **However, students do not have the right to obstruct the faculty member's ability to teach nor the ability of other students to learn.** The instructor has the right to determine appropriate conduct in the classroom, and it is expected that students will conduct themselves at all times in a manner that is respectful of their instructor and their peers.

STUDENTS MUST TURN OFF THEIR CELL PHONES BEFORE ENTERING THE CLASS.****Inappropriate behaviors include (but are not limited to) the following:**

1. Socializing with other students once class has begun.
2. Refusing to complete assigned tasks in the class or labs.
3. Sleeping in class.
4. Eating or drinking in class (except water),
5. Arguing with the professor or other students,
- 6.- Showing disrespect towards the professor or other students,
- 7.- Disrupting the class in any way, such as arriving late or leaving before the class is over,..
- 8.- Using cell phones, MP3s, and PDAs during class.

Students who do not adhere to these policies will be asked to leave by the professor; if they do not comply, Security will be called. If a student repeatedly refuses to comply with classroom regulations, s/he will be referred to the Dean of Student Development.

Classroom Conditions: Students and faculty are expected to leave the classroom in good condition, disposing of all litter and straightening desks and chairs.

Inclement Weather or Campus Emergencies: Official announcements regarding closings or delays will be made on local radio and television. For a recorded announcement about Montgomery College, call (301) 279-5000. You may also subscribe to email or text alerts through Montgomery County MC Alert. If the College opens or closes a time when more than 50% of a class period will be missed, the class is cancelled. Announcements regarding Montgomery County Public Schools do not apply to Montgomery College.

If I am absent or if the college is closed due to an emergency, I expect you to follow these steps on the days we don't meet:

- a. Look for an Announcement from me on the Bb Course shell.
- b. Look in Files for any assignments or readings specified in the Announcement.
- c. Complete the work assigned on the designated due dates.
- d. Print out and bring the assignment to the next class meeting.
- e. You will receive homework credit for these assignments and zeroes for missed assignments.

ACCOMMODATION LETTERS: *Any student who may need an accommodation due to a disability, please make an appointment to see me during my office hour. A letter from Disability Support Services (RCB122; G-SA175; or TP ST120) authorizing your accommodations will be needed. Any student who may need assistance in the event of an Emergency evacuation must identify to the Disability Support Services Office; guidelines for emergency evacuations for Individuals with disabilities are found at: www.montgomerycollege.edu/dss/evacprocedures.htm.*

Audit Policy: A student may choose to audit a class at the time of initial registration or may change to audit at any point prior to completion of 20% of the class sessions. Faculty permission is not required to register for audit, but it is required to change to audit after classes begin.

FERPA. The *Family Education Rights and Privacy Act* prohibits the instructor from discussing a student's grade and performance in the course with anyone but that student. All exceptions/allowances must be submitted in writing by the student.

Tutoring. Spanish tutoring is available free of charge from Monday to Friday in RC-105 and CM110 (see schedules on Bb). You can make appointments or just walk-in.

XI. College and Department procedures regarding student complaints ☺: I want to help each of you succeed. It is my responsibility, obligations and joy to teach you to the best of my abilities. If you are unclear or upset about some aspects of this class, if you are concerned about something, or if you want to dispute a grade, seek help in this way:

1. **First contact me, your teacher.** Most of the time, we can solve the problem or uncertainty in a conference. Please understand that I know it may be hard for you to speak up, but that I welcome your input and comments. **In addition, college policy requires that you speak with me first about a problem in the class.**
2. **Second, contact the dean:** if the problem is not resolved in our conference(s). The Dean is Dr. Sharon Fechter, and she can be reached at Sharon.Fechter@montgomerycollege.edu.
3. If you have a problem regarding a final grade, you can request a formal review after speaking with the Dean and me. There are deadlines for you to meet in requesting a formal review. Please see Chair or a counselor regarding this process.

XII. CLASS SCHEDULE FOR SN 101: Subject to change according to class needs.

DATE	MATERIAL/TESTS	ASSIGNMENTS	LOCATION
Semana 1	Introducción Lección 1	Log on to Textbook Website companion	
Semana 2	Lección 1 Lección 1		
Semana 3	Lección 1 Lección 1		
Semana 4	Lección 2 <u>QUIZ #1</u>		
Semana 5	Lección 2 Lección 2	Oral Presentation discussion.	
Semana 6	<u>QUIZ #2</u> Lección 2		
Semana 7	Lección 3 Lección 3		
Semana 8	Lección 3 <u>QUIZ #3</u>		
Semana 9 Tuesday Apr 2	Lección 4 Lección 4		
Semana 10	Lección 4 <u>QUIZ #4</u>		
Semana 11	Lección 5 Lección 5		
Semana 12	Lección 5 <u>QUIZ #5</u>	Oral Presentation draft due	
Semana 13	Lección 6 / Review	Oral Presentation	
Semana 14	FINAL EXAM		

TENTATIVE CLASS SCHEDULE:

Introduction to the course. Greet your patient and introduce yourself.

Chapter 1. The alphabet, nouns: gender and number. Agreement of Adjectives, Nouns and Indefinite Articles.

Gender and Number of Nouns and Definite Articles. Subject Pronouns and the Verb Ser, Agreement of Adjectives, Pronunciation of Vowels.

Chapter 2. The Verb Estar. Forming Questions. Choosing between Ser and Estar. Pronunciation of Stress and the Written Accent.

QUIZ #1. Review of lessons 1 & 2. Exercises, activities. **Chapter 3:** The Verb Tener. The Verb Doler. The Past Participle. Discuss Colds and Influenza. Ask Whether a Patient Feels Comfortable.

Continuation of Chapter 3: The Past Participle. Pronunciation of G, C, J, and H. Discuss Pain. Diagnose Injuries. Review of lessons 1, 2 and 3.

QUIZ #2. Numbers from Zero to 1,000. The Month, the Date, and the Time. Age. Personal Information. Possession, Forming Questions. Pronunciation of ñ, r, rr, ll, and Y. **Chapter 4.**

Review of lessons: 1-4.

QUIZ #3. Practice for oral presentations. Activities.

Vocabulary of the family members, the present Regular Verbs Ending in –ar, -er, and –ir. The Personal a.

Chapter 5.

QUIZ #4. Continuation of Chapter 5 Direct Object Pronouns, Pronunciation of B and V, Hereditary Illnesses.

Exercises, name of illness, activities.

QUIZ #5. ORAL PRESENTATION draft due. Exercises, activities. Commands with favor de, hay que, and tener que. Formal (usted) Commands, Demonstrative, Affirmative, and Negative Adjectives. Give Medication Instructions, Ask about Medication Allergies and Educate Patients about Allergic Reactions.

ORAL PRESENTATION. Continuation of chapter #6. Educate a Patient about Asthma; Ask Who Helps and Inform Family Member. Indirect Objects and the Verb Dar. **REVIEW for Final Exam.**

FINAL EXAM.

