

New York City College of Technology
Humanities Department
Course Title: Spanish for Health Professionals
SPA 2203; Section _____

Instructor's Name:
Contact Email:
Office: L630; 718-260-5018
Office Hour:

Sample Syllabus

3 Credit Hours; Course Prerequisites: SPA 1102 with department permission; or SPA 2201; or SPA 2401 or higher; or placement test and department permission. This course is part of the two 12-credit academic minors [Spanish Language](#) and the [Hispanic Studies](#).

Flexible core: WORLD CULTURES AND GLOBAL ISSUES

Course Description

Prepares individuals studying or working in healthcare related areas to communicate effectively when providing medical care and attention to Spanish-speaking patients in professional settings. In addition to basic language skills, students acquire new grammatical structures and learn health related vocabulary. Emphasis is placed specifically on patient-professional communication. The minimum technological requirements for fully online sections of this course are a working camera and microphone. Students are expected to turn on cameras and microphones at their instructor's request.

Standard Textbook: Students are required to bring the textbook/reading materials to every single class. Extra material will be available on as the course progresses (for more details, see Humanities Department Attendance Policy below). Information on the required materials for this course can be found on CUNYfirst.

Suggested Text: Purchase an adequate Spanish/English, English/Spanish bilingual dictionary and English/Spanish medical dictionary. The following are some suggested dictionaries:

- Herrera McElroy, Onyria and Lola L. Grabb (2010). Spanish-English English-Spanish Medical Dictionary: Diccionario Médico Español-Inglés Inglés-Español. 4th Edition. LWW.
- Kelz, Rochelle K. (1997). Delmar's English-Spanish Pocket Dictionary for Health Professionals. Albany. Delmar.
- Rogers, Glenn T. (1997). English-Spanish/Spanish-English Medical Dictionary. McGraw-Hill.

Recommended resources:

This syllabus includes a series of medical, cultural and Spanish language tutorial websites for you to practice Spanish outside of the classroom. It is specially recommended for those seeking opportunities to grow and develop linguistic proficiency in the target language. Utilizing these internet educational resources will help match your individual learning style and complement your in-class instruction.

<http://spanishchecker.com/>
<http://itunes.apple.com/us/app/medical-spanish-with-audio/id301655973?mt=8>
http://www.123teachme.com/learn_spanish/medical-spanish
<http://www.erasalud.com/enfermedades/>
<http://studyspanish.com/>
<http://www.medicalspanish.com/>
<http://www.medicalspanishpodcast.com/>
<http://www.practicingspanish.com/>
<http://auditoriamedica.wordpress.com/2009/05/24/glosario-de-terminos-medicos/>

Assessment Overview

1. Simulation: This strategy involves student response to the environment in a real-world situation. Simulation often helps the students empathize with a patient's viewpoint or understand an event better. Students are tasked to prepare and act in role-play activities throughout the course, prior to the final simulation, to be performed at the end of the course. In these oral presentations, students display developed communicative oral competence that relates to the lessons and linguistic skills discussed in the course. Students prepare a script using the example of one of the situations in videos shown during the course. The script is submitted to the instructor one week before the performance. The instructor assesses the capacity to communicate effectively in a medical setting and the use of specific related vocabulary and expressions. Creation and execution of the script is a group activity, with a maximum of four (4) members per group, and to be performed at the end of the semester. **Students who fail to perform in the simulation WILL NOT BE ALLOWED any make-up performance or submission of extra work.**

2. Quizzes: These are used to evaluate vocabulary, grammar and acquisition of new expressions every week at the beginning of the class. Quizzes facilitate students assess their own learning and guide them through a daily study habit. **The schedule of the quiz is unannounced.** It is the student's responsibility to always come to class prepared - having previously studied the topic from the day before and having reviewed the new lesson by completing the class homework. **There are no make-up quizzes for any reason, including tardiness or absences.**

3. Midterm and final examination: Exams cover all aspects of the readings, the lecture and the class discussion, and serve to evaluate students' understanding of the linguistic and cultural topics discussed in the course. Both are closed-book/closed-notes examinations.

Make-up policy: Examinations must be taken at the time established in the syllabus. When absent on the day of the examination, a student is allowed to take the examination before or on the next class meeting **only in case of documented medical emergencies (Please see below the *Disability/Medical Accommodations Statement*)**. **Students who contact the instructor after they have missed the class will not be allowed to make-up the exam.** If the exam is not taken before or on the next class meeting, the student will receive 0 points for the exam.

4. Homework: Homework is assigned on a regular basis for knowledge reinforcement and further practice class activities. The student is responsible for completing homework every day before class, as well as for those activities assigned by the instructor in the textbook and other sources. Homework must be type-written and submitted by the beginning of the lecture. **No late work is accepted. Please do not forget to write your name on your homework, otherwise it will not be computed.**

5. Essay: Students submit one (1) written assignment in the second half of the course. Grades are based on the quality, cohesion and organization of ideas and on the adequate use of the grammar and vocabulary covered in the course. The composition is mainly focused on the cultural topics discussed in class; should contain 350-400 words, and should pass through two (2) steps: one draft and the final version. The composition counts for 10% of your final grade. The submission must be typewritten and double spaced, in 12-point font and with 1-inch margins. Accent marks and special Spanish characters should likewise be included.

IMPERATIVE: Papers must be submitted in class on the day it is due. **Papers submitted after the due date will not be accepted.** Extensions will be granted only in case of family or documented medical emergencies, or illness accompanied by a note from the student's doctor or dean.

A word of caution. While there are many resources available for peer help, compositions must be solely and completely the effort of the individual student. Students should not seek out other students or tutors for them to "fix" grammar problems. **No one other than the student him/herself should revise it before it is submitted to the instructor.** Students will have a chance to re-write the first draft after the professor has identified grammar or spelling errors for correction. The professor will keep copies of all first drafts, to measure the improvement of the student's writing during the semester.

Do not use electronic devices to translate an English composition into Spanish. It is easy to detect literal translations. **Any composition that seems to have been corrected by somebody else or translated using an online translation tool prior to the due date will not be graded** (for more details, see below Plagiarism and NYCCT Academic Integrity Policy).

6. Class participation: Active participation is an essential part of the learning process and it is expected from all enrolled students. Participation means maintaining an active presence in the class by answering questions from the instructor, volunteering for and participating in class activities. There will be a significant deduction of points for students who regularly fail to answer the instructor's questions or participate in the class activities. **Simply attending class does not constitute participation.** Other aspects considered under class participation include the regular use of Spanish in class with instructor and peers, constant demonstration of active listening when others speak, and collaboration with fellow students in in-class activities.

Working outside the class: Students are also responsible for working each day outside of class to learn as much as possible through readings, assignments and research that you will share in class. Students are expected to invest at least three (3) hours of combined in-class and out-of-class work per week for each academic unit (credit) of coursework; thus, a 3-credit course will typically require a minimum of nine (9) hours of work per week (180 hrs./semester). Plan on spending at least six (6) hours per week outside of class. You will need this time to read the textbook and articles, memorize and practice the vocabulary, complete homework, elaborate essays, and prepare the oral activities assigned. Students should always look for ways (learning strategies) to grow and develop linguistic proficiency in and outside the classroom.

Grading Distribution

Quizzes	25%
Simulation	20%
Essay	10%
Midterm	10%
Final exam	15%
Class participation	10%
Homework	10%

Humanities Department Attendance Policy

It is the conviction of the Humanities department that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also lateness, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.

Absence is failure to attend any part of the class, from roll call to dismissal. Please note that sleeping or putting your head down on your desk means that you are not present in the class; the same is applied to unauthorized use of electronic devices, leaving the classroom during class, or leaving early.

Students are required to bring the textbook/reading materials to every single class. Extra material will be available in Brightspace as the course progresses. **Those who come to class without the book will be asked to leave and marked absent.**

School of Arts & Sciences Attendance Statement

When students miss class, they do not receive the full benefit of their education. Missing class includes absence, lateness, early departure and stepping out for prolonged periods during the session. Students must attend class consistently and on time: Failure to do so will negatively affect the final grade and could lead to an 'F' in the course.

Plagiarism and NYCCT Academic Integrity Policy:

“Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding

vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.” (See pp. 73-76 in the student handbook). The following are some examples of plagiarism:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- **Internet Plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting and pasting” from various sources without proper attribution.
- Speech assignments must be paraphrased into your own language and properly cited. All major writing speeches and exams will be run through Safe Assign.

NOTE: In the event that the instructor finds that the results of students’ homework, scripts, and other at home activities do not correspond to their level of proficiency, students may be called to take an extra exam to prove their capacity to solve tasks similar to those normally assigned in class.

Policy on In-class use of technology

Students are required to **log into their City Tech emails and Brightspace regularly** (every two to three days) in order to get updated information on course content, download handouts, watch videos, and follow class assignments. Failure to do so is every student’s responsibility and the consequences may affect their final grades. CUNY guidelines state that all communication between students and the instructor must be through your City Tech email address. The professor will use **ONLY** City Tech email addresses as primary means of communication. The instructor will make every effort to answer email messages promptly.

Any electronic devices (e.g., cell phones, tablets, computers, etc.) must be turned off when class begins, and remain off when the class is in session, unless otherwise indicated by your instructor. **Any evidence of cell phone use (ringing, buzzing, etc.) and similar equipment use will result in an automatic zero in participation for the day’s session. Using a cell phone during a test will result in a test score of zero.**

Technological issues are not a valid excuse for lack of participation or lack of course work. Students should foresee potential technical problems and should always have a Plan B in place (e.g., use of computers in the campus).

Disability/Medical Accommodations Statement:

City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state and city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility or would like to seek accommodation services or academic adjustments, please contact the Center for Student Accessibility at 300 Jay Street room L-237, 718 260 5143, or <http://www.citytech.cuny.edu/accessibility/> N.B., Students who miss a scheduled presentation or exam due to illness or medically-related emergencies will be referred to the Center for Student Accessibility. The CSA will review any documentation requested and give the student a letter to share with the relevant instructor if accommodations need to be made.

Humanities Department Commitment to Student Diversity

The Humanities Department complies with the college wide nondiscrimination policy and seeks to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students’ ability

to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

Artificial Intelligence Statement

This course encourages the thoughtful and ethical use of artificial intelligence (AI) as a learning tool. AI can be a valuable resource for brainstorming, research, and gaining different perspectives. However, it is crucial to understand the boundaries of its appropriate use. Examples of licit use are brainstorming and idea generation, research assistance (i.e. finding authors or recommendation of sources to explore) and language support, especially for students with language differences or for students in need of proofreading a text before final submission. Students can also use AI ethically in order to obtain a clear explanation of a difficult concept or to test their own understanding about a topic. Conversely, unacceptable uses of AI is the submission of AI-generated work presented as your own original creation, including essays, research papers, and code. Likewise, the use of AI to complete assessments, answer exam questions, complete quizzes, or solve any type of assignments without demonstrating your own understanding is considered cheating.

Failure to adhere to these guidelines will be considered a breach of academic integrity and will be addressed according to university policies. When in doubt about the appropriate use of AI, please consult with your instructor and visit City Tech's AI Resource Hub for more guidance and resources:

<https://www.citytech.cuny.edu/ai/ai-guidance.aspx>

Sample Course Schedule

Tuesday/Thursday

(Schedule will vary by Instructor and School Calendar)

DATE	CLASS	TOPIC
0/00	1	Introduction to the course Spanish-speakers in the United States
	2	Medical Spanish Curriculum in US Course Introduction; greet your patient and introduce yourself; describe people
	3	Ask how your patient is feeling; test a patient's orientation
	4	Videos & practice. Groups & projects
	5	Feelings; days of the week; specialties; personal pronouns; verbs <i>ser y estar</i>
	6	Discuss colds and influenza; ask whether a patient feels comfortable; discuss pain; diagnose injuries
	7	Colds and flu symptoms; part of the body; injuries; verbs <i>tener y doler</i> ; Expressions for everyday
	8	Tell a patient his or her vital signs; make and negotiate dates for future appointments; conduct a registration or admissions interview
	9	U.S. Laws and Policies on Language Access

	10	Take family medical history; ask who helps an infirm family member. Family members; hereditary illness; regular verbs
	11	Give medication instructions; ask about medication allergies and educate patients about allergic reactions
	12	Forms of medications; dosing instructions and routes of administration; some classes of medications; allergies reactions; formal and informal commands
	13	Review. Midterm
	14	Ask patients about food preferences; educate patients about special diets. Balancing diet and exercise
	15	The USDA food pyramid; meals and diets; colonoscopy and the clear-liquids diet; verbs gustar, querer, preferer.
	16	Conduct a physical examination; schedule follow-up tests
	17	Test and procedures; bowel movements; scheduling appointments; the preterit of regular verbs
	18	Give test results; conduct a pre-surgery interview
	19	Time in the past; preparing for surgery; preterit and imperfect forms of regular and irregular verbs
	20	Ask about correct medical conditions; ask about medical history; ask about symptoms; educate a patient about vaccinations
	21	Illnesses and review of symptoms; infections and tropical diseases; internal organs and glands; some surgeries and procedures; vaccinations; verbs padecer and sufrir; indefinite and negative pronouns
	22	Announce a hospitalization; plan a hospital discharge; teach about dental hygiene; conduct a status mental exam
	23	Hospital admission; the dentist office; mental illness and symptoms; reflexive verbs; se and unplanned events
	24	Teach about possible complications; Coach a delivery; promote safe sex; The prevention of sexually transmitted diseases
	25	Pregnancy; possible complications; sexually transmitted diseases; informal commands
	26	Oral presentations
	27	Oral presentations
	28	Oral preentations

	29	Final exam
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New York City College of Technology
Departamento de Humanidades
Título del curso: Español para Profesionales de la Salud
SPA 2203; Sección _____

Nombre del instructor:
Correo de contacto:
Oficina: L630; 718-260-5018
Horas de oficina:

Programa del curso

3 créditos/ horas; Prerrequisitos del curso: SPA 1102 con permiso del departamento; o SPA 2201; o SPA 2401 o un curso más alto; o prueba de nivel y permiso del departamento. Este curso es parte de los minors gratuitos de 12 créditos [Spanish Language](#).

Flexible core: WORLD CULTURES AND GLOBAL ISSUES

Descripción del curso

Prepara a los individuos que cursan estudios o trabajan en áreas de la salud a comunicarse de manera efectiva en español cuando ofrecen cuidados médicos a pacientes hablantes de español en contextos profesionales. Además de incidir en las habilidades básicas del lenguaje, los estudiantes adquirirán nuevas estructuras gramaticales y aprenderán vocabulario relacionado con la salud. El énfasis se pondrá especialmente en la comunicación profesional con los pacientes. El requisito tecnológico mínimo para las secciones en línea de este curso son cámara y micrófono que funcionen. Se espera que los estudiantes enciendan sus cámaras y micrófonos cuando su instructor lo solicite.

Libro de texto: Se requiere que los estudiantes traigan a cada clase el libro de texto/ materiales de lectura solicitados por el instructor. Materiales adicionales estarán disponibles en Brightspace según progrese el curso (para más detalles, véase Normativa sobre Asistencia del Departamento de Humanidades abajo). También puede consultar los materiales requeridos en el curso en CUNYfirst.

Textos sugeridos:

Adquiera un diccionario bilingüe español/inglés, inglés/español y un diccionario médico inglés/español. Los siguientes son algunos de los diccionarios sugeridos:

- Herrera McElroy, Onyria and Lola L. Grabb (2010). Spanish-English English-Spanish Medical Dictionary: Diccionario Médico Español-Inglés Inglés-Español. 4th Edition. LWW.
- Kelz, Rochelle K. (1997). Delmar's English-Spanish Pocket Dictionary for Health Professionals. Albany. Delmar.
- Rogers, Glenn T. (1997). English-Spanish/Spanish-English Medical Dictionary. McGraw-Hill.

Recursos recomendados:

El programa del curso incluye una serie de sitios web de cultura y tutoriales médicos y de lengua española para practicar español fuera de clase. Se recomienda la consulta de estos sitios a aquellos estudiantes que buscan oportunidades para ampliar y desarrollar su conocimiento de la cultura hispánica usando la lengua española. El uso de estos recursos educativos en Internet contribuirá a mejorar el estilo individual de aprendizaje y complementar la instrucción recibida en clase.

<http://spanishchecker.com/>

<http://itunes.apple.com/us/app/medical-spanish-with-audio/id301655973?mt=8>

http://www.123teachme.com/learn_spanish/medical-spanish

<http://www.erasalud.com/enfermedades/>

<http://studyspanish.com/>
<http://www.medicalspanish.com/>
<http://www.medicalspanishpodcast.com/>
<http://www.practicingspanish.com/>
<http://auditoriamedica.wordpress.com/2009/05/24/glosario-de-terminos-medicos/>

Descripción de la evaluación del curso

1. Simulación: Esta tarea demanda una respuesta de los estudiantes al medio en una situación real. La simulación permite que el estudiante empatice con el punto de vista del paciente o llegue a entenderlo mejor. Se prepara a los estudiantes a elaborar y actuar en actividades de juego de rol a lo largo del curso, antes de la simulación final, la cual tendrá lugar al final del curso. En estas presentaciones orales, los estudiantes muestran la competencia comunicativa oral adquirida, relacionada con las lecciones y rasgos lingüísticos tratados durante el curso. El guión se debe entregar al instructor una semana antes de presentarlo en clase. El instructor evaluará la capacidad del estudiante para comunicarse de manera efectiva en un entorno médico y el uso específico de vocabulario y expresiones relacionadas a este contexto. La creación y representación del guión es una actividad en grupo, con un máximo de cuatro (4) miembros por grupo, y se presentará al final del semestre. **Los estudiantes que no realicen la simulación en el día indicado, no podrán recuperar esta actividad ni entregar un trabajo adicional en su lugar.**

2. Quizzes: Su función es la de evaluar el vocabulario, gramática, comprensión lectora y adquisición de los nuevos contenidos explicados en clase. Los quizzes facilitarán que los estudiantes evalúen su propio aprendizaje y les guíe en el establecimiento de un hábito de estudio diario. **No se anunciará en clase el horario de los quizzes.** Será la responsabilidad del estudiante llegar a clase preparado, habiendo estudiado los temas tratados previamente en clase y preparado la nueva lección tras completar las tareas asignadas. **No se recuperarán los quizzes por ninguna razón, incluyendo impuntualidad o ausencia a la clase.**

3. Examen de mitad de semestre y examen final: Los exámenes cubren todos los aspectos de las lecturas, las presentaciones y las discusiones realizadas en clase, y servirán para evaluar la comprensión de los estudiantes de los temas lingüísticos y culturales tratados en el curso. Los exámenes se realizarán sin el libro de texto ni los apuntes de clase.

4. Tareas: Las tareas se asignan regularmente para reforzar el conocimiento y la práctica subsiguiente de las actividades realizadas en clase. El estudiante es responsable de completar las tareas cada día antes de asistir a clase, así como las actividades asignadas por el instructor en el libro de texto y otras fuentes. Las tareas deben escribirse en un cuaderno y serán examinadas por el instructor en dos ocasiones, antes del examen de mitad de semestre y a final de curso. **No se aceptará la entrega de tareas fuera de tiempo. Por favor, no olvide escribir su nombre en el cuaderno o su calificación no será computada.**

5. Ensayos: Durante la segunda parte del semestre se realizará una (1) tarea escrita, que se presentará en los días indicados por el instructor. La calificación de esta tarea estará basada en la calidad, la cohesión y la organización de las ideas y en el adecuado uso de la gramática y el vocabulario aprendido durante el curso. La composición tratará algunos de los aspectos de los temas culturales trabajados en clase; deberá contener 350-400 palabras, y deberá contar con dos (2) pasos: un primer borrador y la versión final. La composición equivale al 10% de la nota final del curso. Todos los textos deberán estar escritos a máquina y a doble espacio, en letra 12 con una pulgada de margen. Las tildes y los caracteres especiales en español deben formar parte del escrito.

IMPERATIVO: Los trabajos deben presentarse antes de la fecha límite de entrega. **Los trabajos entregados después de esta fecha no serán aceptados.** Solamente se considerarán ampliaciones de este plazo en caso de emergencias médicas documentadas o enfermedad acompañadas por una nota del doctor.

Advertencia: Aunque hay muchos recursos disponibles para solicitar ayuda, las composiciones deben ser completadas íntegramente por el estudiante. Los estudiantes no deben solicitar ayuda de otros estudiantes o tutores para que les resuelvan las cuestiones gramaticales. **Solamente el estudiante debería revisarlo antes de entregársela al instructor.** Los estudiantes podrán reescribir el primer borrador, después de que el instructor haya señalado los errores de gramática y ortografía para su corrección. El profesor guardará las copias del primer borrador para comprobar la mejora del escrito de los estudiantes a lo largo del semestre.

No use aparatos electrónicos para traducir una composición escrita previamente en inglés a español. Resulta sencillo detectar una traducción literal realizada por computadora. **Cualquier composición que haya sido corregida por otra persona o traducida usando herramientas de traducción en línea no será aceptada** (para más detalles, véase más abajo el apartado de Plagio y Normativa de Integridad Académica en NYCCT).

6. Participación de clase: La participación activa es una parte esencial del proceso de aprendizaje y es esperable de los estudiantes matriculados en el curso. Participación significa que mantendrán una presencia activa en la clase respondiendo a las preguntas efectuadas por el instructor, ofreciéndose como voluntario y participando en las actividades de clase. Se restarán puntos de manera significativa si los estudiantes no responden a las preguntas realizadas por su instructor o no participan en las actividades de clase. **El hecho de asistir a clase no constituye participación por sí mismo.** Otros aspectos que se consideran en la participación incluyen el uso regular de español en clase en la comunicación realizada con el instructor y los compañeros, demostración constante del mantenimiento de una atención activa cuando otros tienen la palabra en el aula y ayuda a los compañeros de clase en las actividades realizadas en el curso.

Trabajo fuera de clase: Los estudiantes son responsables de trabajar cada día fuera de la clase para aprender español tanto como sea posible mediante lecturas, tareas e investigaciones que compartirán luego en clase. Se espera que los estudiantes inviertan al menos tres (3) horas cada semana combinando trabajo dentro y fuera del aula por cada crédito académico; por eso, un curso de 3 créditos requerirá normalmente un mínimo de nueve (9) horas de trabajo a la semana (260 hrs./ semestre). Los estudiantes deben aprovechar al menos seis (6) horas a la semana practicando fuera de clase. Necesitarán este tiempo para leer el libro de texto y artículos seleccionados por el instructor, memorizar y practicar vocabulario, completar las tareas de clase, preparar los exámenes y las actividades orales asignadas. Los estudiantes siempre deben encontrar maneras (estrategias de aprendizaje) de hacer crecer y desarrollar su nivel lingüístico dentro y fuera del aula.

Distribución de la calificación:

Quizzes	25%
Simulación	20%
Ensayo	10%
Examen de mitad de curso	10%
Examen final	15%
Participación de clase	10%
Tareas	10%

Normativa de asistencia del Departamento de Humanidades

Es el convencimiento del Departamento de Humanidades que un estudiante que no está en clase sin motivo justificado no está recibiendo los beneficios de la educación proporcionada por el instructor. Faltar a clase no solo incluye estar ausente, sino también llegar tarde, salir antes de lo convenido y pasar tiempo fuera del aula durante el periodo que dura la clase. La falta de asistencia a clase tendrá repercusiones en la nota final del curso correspondiente a participación y/o las calificaciones asignadas a las actividades relacionadas con la presencia en clase.

Estar ausente significa el incumplimiento de asistir a cualquier parte de la sesión, desde el comienzo hasta el final de la clase. Tenga en cuenta que dormir o apoyar la cabeza en su pupitre significa que no está presente en la clase; lo mismo se aplicará al uso no autorizado de aparatos electrónicos, dejar la clase durante el periodo de docencia, o dejar la clase antes de que esta termine.

Se requiere que todos los estudiantes traigan el libro de texto/ materiales de lectura a cada clase. Materiales adicionales estarán disponibles en Brightspace según progrese el curso. **Los estudiantes que vengán a clase sin el libro de texto serán invitados a dejar la clase y serán marcados como ausente.**

Normativa de asistencia de la Facultad de Artes y Ciencias

Cuando los estudiantes faltan a clase, no aprovechan al máximo su educación. La falta a clase incluye ausencias, tardanzas, salidas anticipadas y ausencias prolongadas durante la sesión. Los estudiantes deben asistir a clase de forma constante y puntual. De lo contrario, la calificación final se verá afectada negativamente y podría resultar en una "F" en el curso.

Plagio y Normativa de Integridad Académica en NYCCT:

“Los estudiantes y otros que trabajan con información, ideas, textos, imágenes, música, inventos, y otros tipos de propiedad intelectual, deben a su audiencia y a las fuentes el debido uso, crédito y citación adecuados y honestos. Como comunidad de trabajadores intelectuales y profesionales, la Universidad reconoce como su responsabilidad proporcionar instrucción en literacidad de la información e integridad académica, ofreciendo modelos de buenas prácticas, y respondiendo de manera vigilante y apropiada a las infracciones de integridad académica. De este modo, la deshonestidad académica está prohibida en The City University of New York y en New York City College of Technology y será castigada con penalizaciones, incluyendo suspensos en las notas, suspensión y expulsión.” (Véanse pp. 73-76 en el libro del estudiante). Los siguientes son algunos ejemplos de plagio:

- Copiar las palabras literales de otra persona sin citarla entre comillas y usar notas al pie para atribuir las palabras a la fuente.
- Presentar las ideas o teorías de otra persona usando palabras propias sin hacer mención a la fuente.
- Usar información que no es conocimiento compartido sin hacer mención a la fuente.
- No reconocer colaboradores en las tareas y deberes del laboratorio.
- **Plagio en Internet** hace referencia a entregar trabajos o partes de trabajos descargados desde Internet, parafrasear o copiar información desde Internet sin citar las fuentes y “cortar y pegar” desde diversas fuentes sin atribución adecuada.
- Las tareas orales deben parafrasearse usando su propio lenguaje y ser citadas de manera conveniente. Todos los discursos escritos y exámenes se realizarán con Safe Assign.

NOTA: En caso de que el instructor encuentre que los resultados de las tareas, guiones y otras actividades reportadas por el estudiante no se correspondan con su nivel de lengua, los estudiantes podrán ser llamados para realizar un examen extra que pruebe su capacidad de resolver una tarea similar a las asignadas normalmente en clase.

Normativa sobre el uso de la tecnología en clase

Se requiere que los estudiantes **inicien la sesión en sus cuentas de correo electrónico de City Tech y Brightspace regularmente** (cada dos o tres días) de modo que reciban información actualizada sobre el contenido del curso, descarguen apuntes, vean videos y hagan un seguimiento conveniente de las tareas asignadas. El incumplimiento de esta norma es responsabilidad última de los estudiantes y las consecuencias pueden afectar negativamente su calificación final. Las directrices de CUNY imponen que toda comunicación establecida entre los estudiantes y el instructor se realice mediante la dirección de correo electrónica de City Tech. El profesor **SOLAMENTE** usará la dirección de correo de City Tech como vía primaria de comunicación. El instructor hará todo lo posible por responder a los mensajes de correo lo antes posible.

Cualquier aparato electrónico (ej. teléfonos celulares, tabletas, computadoras, etc.) debe ser apagado al comienzo de la clase, y mantenerse apagado durante la sesión, a menos que el instructor indique lo contrario. **Cualquier evidencia de uso del teléfono celular (tono de llamada, zumbido, etc.) y de cualquier equipo similar tendrá como resultado una calificación de cero en participación durante la sesión de ese día. El uso del teléfono durante una prueba será penalizado con la nota de cero en la prueba.**

Los problemas tecnológicos no serán una excusa válida para justificar la falta de participación o la falta de trabajo durante el curso. Los estudiantes deberán anticipar posibles problemas tecnológicos y deberán tener preparado un plan B (ej. Uso de computadoras en el campus).

Declaración de discapacidad/ acomodación médica:

City Tech se compromete a apoyar las metas educativas de los estudiantes con discapacidad inscritos en las áreas de matriculación, orientación académica, tutorías, tecnología de apoyo y asistencia en las pruebas. Si piensa que usted puede tener una discapacidad, puede tener derecho a la debida asistencia o ajustes académicos que se proporcionan bajo ley aplicable federal, del estado y de la ciudad. También puede solicitar servicios por condiciones temporales o problemas médicos bajo ciertas circunstancias. Si tiene preguntas sobre sus derechos o si quiere solicitar servicios de asistencia o ajustes académicos, por favor póngase en contacto con el Center for Student Accessibility en 300 Jay Street oficina L-237, 718 260 5143, o <http://www.citytech.cuny.edu/accessibility/> N.B., Los estudiantes que estén ausentes durante una presentación o un examen debido a enfermedad o emergencia médica serán referidos al Center for Student Accessibility. El CSA revisará la documentación requerida y proporcionará a los estudiantes una carta para ser compartida con el instructor correspondiente si fuera necesaria esta asistencia.

Compromiso a la Diversidad de los Estudiantes del Departamento de Humanidades

El Departamento de Humanidades se acoge a la normativa de la Universidad de no discriminación y busca fomentar un entorno de aprendizaje seguro e inclusivo que celebre la diversidad en sus múltiples facetas y mejore la capacidad de nuestros estudiantes de mantenerse informados, como ciudadanos globales. Mediante este ejemplo, demostramos una apreciación de la rica diversidad de las culturas del mundo y las formas únicas de expresión que nos hacen humanos.

Declaración sobre el uso de la Inteligencia Artificial

Este curso fomenta el uso reflexivo y ético de la inteligencia artificial (IA) como herramienta de aprendizaje. La IA puede ser un recurso valioso para la lluvia de ideas, la investigación y la obtención de diferentes perspectivas. Sin embargo, es fundamental comprender los límites de su uso apropiado. Ejemplos de usos lícitos son la Lluvia y generación de ideas, la asistencia a la investigación (es decir, la búsqueda de autores o la recomendación de fuentes para explorar) y el apoyo lingüístico, especialmente para estudiantes con diferencias lingüísticas o que necesiten revisar un texto antes de la entrega final. Los estudiantes también pueden usar la IA de forma ética para obtener una explicación clara de un concepto complejo o para evaluar su propia comprensión sobre un tema. Por el contrario, se considera uso inaceptable de la IA la presentación de trabajos generados por IA como creación propia, incluyendo ensayos, trabajos de investigación y código. Asimismo, el uso de la IA para realizar

evaluaciones, responder preguntas de exámenes, completar cuestionarios o resolver cualquier tipo de tarea sin demostrar la propia comprensión se considera hacer trampa.

El incumplimiento de estas directrices se considerará una infracción a la integridad académica y se abordará de acuerdo con las políticas universitarias. Si tiene dudas sobre el uso adecuado de la IA, consulte con su instructor y visite el Centro de Recursos de IA de City Tech para obtener más orientación y recursos:

<https://www.citytech.cuny.edu/ai/ai-guidance.aspx>

Ejemplo del calendario del curso

(Este horario variará en función de cada instructor y el Calendario Académico de la Facultad)

DÍA	CLASE	TEMAS
0/00	1	Introduction to the course Spanish-speakers in the United States
	2	Medical Spanish Curriculum in US Course Introduction; greet your patient and introduce yourself; describe people
	3	Ask how your patient is feeling; test a patient's orientation
	4	Videos & practice. Groups & projects
	5	Feelings; days of the week; specialties; personal pronouns; verbs <i>ser y estar</i>
	6	Discuss colds and influenza; ask whether a patient feels comfortable; discuss pain; diagnose injuries
	7	Colds and flu symptoms; part of the body; injuries; verbs <i>tener y doler</i> ; Expressions for everyday
	8	Tell a patient his or her vital signs; make and negotiate dates for future appointments; conduct a registration or admissions interview
	9	U.S. Laws and Policies on Language Access
	10	Take family medical history; ask who helps an infirm family member. Family members; hereditary illness; regular verbs
	11	Give medication instructions; ask about medication allergies and educate patients about allergic reactions
	12	Forms of medications; dosing instructions and routes of administration; some classes of medications; allergies reactions; formal and informal commands
	13	Review. Midterm
	14	Ask patients about food preferences; educate patients about special diets. Balancing diet

		and exercise
	15	The USDA food pyramid; meals and diets; colonoscopy and the clear-liquids diet; verbs gustar, querer, preferer.
	16	Conduct a physical examination; schedule follow-up tests
	17	Test and procedures; bowel movements; scheduling appointments; the preterit of regular verbs
	18	Give test results; conduct a pre-surgery interview
	19	Time in the past; preparing for surgery; preterit and imperfect forms of regular and irregular verbs
	20	Ask about correct medical conditions; ask about medical history; ask about symptoms; educate a patient about vaccinations
	21	Illnesses and review of symptoms; infections and tropical diseases; internal organs and glands; some surgeries and procedures; vaccinations; verbs padecer and sufrir; indefinite and negative pronouns
	22	Announce a hospitalization; plan a hospital discharge; teach about dental hygiene; conduct a status mental exam
	23	Hospital admission; the dentist office; mental illness and symptoms; reflexive verbs; se and unplanned events
	24	Teach about possible complications; Coach a delivery; promote safe sex; The prevention of sexually transmitted diseases
	25	Pregnancy; possible complications; sexually transmitted diseases; informal commands
	26	Oral presentations
	27	Oral presentations
	28	Oral presentations
	29	Final exam

Pathways Learning Outcomes: World Cultures and Global Issues

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the historical development of one or more non-U.S. societies.
- Analyze the significance of one or more major movements that have shaped the world’s societies.
- Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one’s own.

Course Intended Learning Outcomes and Assessment Details

LEARNING OUTCOMES	ASSESSMENT METHODS
By the end of the course, students will demonstrate a low intermediate level of proficiency in Spanish, having developed the four linguistic skills (reading, listening, speaking, writing). They likewise become acquainted with the target language’s culture and its subtleties.	Quizzes, homework assignments, online activities, class discussions on relevant topics, and essays.
Students carry out the basic communicative functions of a healthcare professional – they are able to interview patients, discuss their medical history and that of their families, perform a physical exam, or communicate the diagnosis and treatment to patients.	<p>Evaluation of class discussions on assigned readings, role-plays, one simulation and one written assignment, midterm and final exams.</p> <p>Evaluation of student performance in classroom discussions and group activities.</p> <p>Evaluation of discussions on videos related to health issues that affect the Hispanic community in the US and their relationship with healthcare professionals.</p>
Students express themselves adequately in an interactive medical situation between the provider and the patient. Students carry out tasks such as asking for a diagnosis either as patient or as provider, communicating it to the patient, and performing both clinical exams and other tasks that are carried out on a daily basis by healthcare practitioners.	Performance tasks such as role-playing assignments that address particular situations in a medical setting and reinforcement of this mimetic practice in class. Assessment will be based on in-class activities and homework assignments. Students are expected to listen attentively, take down notes, locate the speaker’s main ideas and detect organizational patterns. They are also expected to pay attention to verbal and nonverbal cues. Peers review group simulations.
Students demonstrate the ability to work collaboratively and independently on assignments in and out of the classroom setting.	Evaluation of student performance in classroom discussions, group assignments, and individual oral presentations.

Students write effectively in medical Spanish. They compose messages, memos, or paragraphs to report a physical examination; identify the medical condition; share prognoses; or prescribe and guide the use of medications.	Develop a skit or dialogue for a simulation and write narratives for the midterm and final examination.
Students recognize the impact on the communication relationship between provider and patient of social, cultural, and religious differences; of historical experiences, social/regional contexts and settings; and of personal attitudes and experiences	Class discussions are based on the cultural readings and videos related to health issues shown in class. The contents of such discussion are included in the quizzes, midterm and final exam, as well as in the evaluation of simulation and written assignments.
Students identify the Hispanic linguistic and cultural idiosyncratic characteristics that affect the delivery of healthcare services to Spanish-speaking patients.	Class discussions are based on cultural readings and videos related to health issues shown in class. The contents of such discussion are included in the quizzes, midterm and final exam, as well as in the evaluation of simulation and written assignments.
Students develop awareness of the importance of bilingualism in the healthcare field in the US and the subsequent benefits that such awareness brings, including opening up more opportunities in the labor market.	Through class discussions and research, students make a self-evaluation of the skills learned during the course, and assess the benefits of real world application on such skills.

GENERAL EDUCATION INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS

GENERAL EDUCATIONAL OUTCOMES	ASSESSMENT METHODS
Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.	The daily tasks (e.g., homework assignments, essays, reflection discussions, simulations, etc.) assigned to students integrate the four linguistic skills required for them to produce, comprehend, identify and acquire the appropriate grammatical structures, adequate lexicon, and cultural knowledge (including the ‘little C’ culture) of the target language in medical settings.
Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.	Students write critiques about physician-patient interaction in Hispanic culture through texts and videos. Develop a cultural understanding of medicine and illnesses in Spanish-speaking countries through text comprehension. Students participate in an interactive discussion with peers and instructor on the dialectal varieties of Spanish such as the Puerto Rican, Mexican, and Argentinian varieties. This is followed by keeping a word journal and pronunciation activities to familiarize students with various Spanish medical terms peculiar to specific Spanish-speaking communities.
Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.	Class activities such as simulations, video showings, and interactive discussions on assigned readings and videos allow students to recognize the diverse set of practices and cultural beliefs that may affect

	communication with Spanish-speaking patients.
Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.	<p>Students are tasked to write plays, in which they will actively participate, and produce essays that will reflect their views and opinions on the medical atmosphere and cultural beliefs of Spanish-speaking communities.</p> <p>To encourage viewing language use from a contrastive perspective, students are given assessments that focus on the grammatical structures characteristic of Spanish language.</p>

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