New Course Request

Indiana University

INDIANAPOLIS Campus

Check Appropriate Boxes: Undergraduate credit [X] Graduate credit [ ] Professional credit [ ]

1. School/Division: Liberal Arts
2. Academic Subject Code: SPAN-5
3. Course Number: S161 (must be cleared with University Enrollment Services)
4. Instructor: Brant
5. Course Title: Beginning Spanish for Health Care Personnel II
   Recommended Abbreviation (Optional): Beg Span for Health Care II
   (Limited to 52 Characters including spaces)
6. First time this course is to be offered (Semester/Year): Spring 2008
7. Credit Hours: Fixed at 3 or Variable from ________ to ________
8. Is this course to be graded S-F (only)? Yes [X] No [ ]
9. Is variable title approval being requested? Yes [ ] No [X]
10. Course description (not to exceed 50 words) for Bulletin publication:
    Second semester of a two-semester sequence of beginning Spanish for health care professionals. Students learn the basics of communicating in Spanish, with special emphasis on speaking and understanding speakers of Spanish in clinical settings.

11. Lecture Contact Hours: Fixed at 3 or Variable from ________ to ________
12. Non-Lecture Contact Hours: Fixed at ________ or Variable from ________ to ________
13. Estimated enrollment: 25 of which 50 percent are expected to be graduate students.
14. Frequency of scheduling: every Spring
15. Will this course be required for majors? No [X]
16. Justification for new course: high demand for beginning Spanish for health care
17. Are the necessary reading materials currently available in the appropriate library? Yes
18. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
19. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

NO overlap

A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: Gabrielle Berg Date 10/4/06

Department Chairman/Division Director

Approved by: [Signature]

Dean Date 11/1/06

Dean of Graduate School (when required) Date

Chancellor/Vice-President Date

SLA Undergrad Curr & Standards Comm Chair Date 10/31/06

University Enrollment Services Date

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
Spanish S161:
Beginning Spanish for Health Care Personnel II

Spring 2003

BASIC INFORMATION

<table>
<thead>
<tr>
<th>Course: S161</th>
<th>Instructor:</th>
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<tr>
<td>Section:</td>
<td>Office:</td>
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I. INTRODUCTION

S161 (3 cr. hours) is the second semester of the two-semester sequence of beginning Spanish for health care professionals. It is intended for students, faculty, and staff in Medicine, Nursing, Dentistry, and other health-related fields who have successfully completed S160.

In the two-course sequence, students will learn the basics of communicating in Spanish, with special emphasis on speaking and understanding speakers of Spanish who have limited or no skills in English.

In addition to building basic communication skills, course content will focus specifically on the vital communication needs of health care professionals who work with Spanish-speaking patients. For example, body parts & anatomy; terminology related to conditions & illnesses, foods & nutrition; treatments & pharmacology; and a look at health care systems in the Hispanic world.

Understanding the basics of the varied Hispanic cultures will also form an important focus of the course.

II. Course OBJECTIVES

In more specific terms, by the end of the two-semester sequence, students should have good control over the following skills:
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<tr>
<th><strong>SKILLS</strong></th>
<th><strong>Behaviors</strong></th>
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<tbody>
<tr>
<td><strong>Linguistic Skills</strong></td>
<td>• Mastery of basic vocabulary and idiomatic expressions representative of course themes</td>
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<td>• Productive use of basic grammatical structures</td>
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<tr>
<td><strong>Sociocultural Skills</strong></td>
<td>• Appropriate use of Spanish based on situation and context (e.g., basic courtesy requirements, requesting information, apologizing, etc.)</td>
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<td>• Understanding of conversational routines native to Hispanic cultures</td>
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<td><strong>Discourse Skills</strong></td>
<td>• Ability to use different discourse tasks (e.g., comparison, description, narration, etc.)</td>
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<td>• Ability to understand and actively participate in various forms of authentic communication (e.g., debate, reports, interviews, dialogues, monologues, surveys, spontaneous conversations, games, etc.)</td>
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<tr>
<td><strong>Strategic Skills</strong></td>
<td>• Use of techniques that help make up for deficiencies or lapses in other communicative skills (e.g., contextual clues, circumlocution, body language, facial expressions, etc.)</td>
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<tr>
<td></td>
<td>• Development of a wide range of language learning strategies</td>
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Some of the things that students will be able to do at the end of the course is: • greet people and respond to their greetings; • spell words in Spanish; • express and understand numbers; • express their own likes and dislikes and inquire about others’ likes and dislikes; • express the time; • formulate simple questions; • discuss their clinical work; • discuss health issues; • describe themselves, other people, and objects in simple terms; • describe their activities and those of others in the present moment and in the near future; • discuss body parts and anatomy; • make simple contrasts between customs related to health in the U.S. and other Spanish-speaking countries; • read simple messages on topics related to health care; • write simple messages using simple language.

This course will also provide a learning experience that focuses on the 5 Cs of the “Standards for Foreign Language Learning”:

1. **Communication**: Communicating in a language other than English;
2. **Cultures**: Gaining knowledge and understanding of other cultures;
3. **Connections**: Connecting language study with other disciplines and acquiring information;
4. **Comparisons**: Developing insight into the nature of language and culture through comparison between one’s own language and culture and those of Spanish speakers;
5. **Communities**: Participating in multilingual communities at home and around the world.

### III. REQUIRED TEXTS


The cassette tapes or audio CDs that you will need to complete the lab assignments are available for purchase at the bookstore or you may access the sound files through the publisher’s website.
IV. COURSE CONTENT

In general terms, the course content could be described as having these fundamental components:

- basic knowledge of the forms and structures of language, and of the Spanish language as a particular linguistic system, combined with practice activities which will lead to greater mastery of that system;

- how to apply the knowledge of forms and structures to specific language functions and use these functions appropriately within Hispanic contexts; and

- knowledge of and appreciation for the cultural manifestations of the Spanish-speaking peoples and how these affect communication.

Coursework, then, includes such components as:

- in-class activities: speaking and listening activities, pair and group speaking activities, etc.;

- outside-of-class activities: written homework, class preparation, etc.; and

- evaluations: quizzes, oral exams, and written exams

It is important to remember that the main focus for the content of this course is the development of linguistic and cultural skills. That means, rather than making grammar the primary content of the course, grammar is essentially a tool to achieve the main goal: to help students understand spoken and written Spanish and to express themselves in Spanish both orally and in writing. Grammar, then, is a means to an end, not the end in itself.

DAILY PREPARATION

In order to profit most from this class, you need to prepare yourself thoroughly before each class by:

a) studying the grammatical explanations and examples in the text

b) preparing as many exercises from the text as you can at home while studying so that you can do them easily in class; and

c) completing the corresponding workbook and listening lab components

Classroom time will then be used to practice the language and provide further clarification whenever necessary, but not to repeat what is already explained in the book.

Be certain to check the daily schedule for the assigned textbook pages to prepare, and for the assignments due for each day.

WORKBOOK & LAB

Completion of the workbook assignments is a required part of the course. It is highly recommended that you purchase either the audio CDs or download the sound files from the publisher’s website.

The Workbook/Laboratory manual contains exercises corresponding to the appropriate sections in the textbook. You MUST self-correct your errors clearly in a different color (using the answer key distributed) to help you when you review. Assignments turned in that show no obvious indication of self-correction will not receive full credit. Grading for homework: ✔ = 100%; ✔ = 80%; ✔ --- = 60%.

PARTICIPATION

Students are expected to participate fully in all classroom activities EVERY DAY. A class participation report will be given periodically, and your class participation grade (20% of the total grade) will be assigned at the end of the semester. This grade is based on both quality and quantity. "Quality" is based on accuracy and appropriateness, and it reflects a thorough preparation of the assigned material prior to class. "Quantity" is based on frequency of participation and a willingness to participate.

For example, the "A student" in oral participation will generally • use Spanish for daily communication (greeting, leave-taking, asking questions, etc.); • use Spanish in class for exercises and activities, both with instructor and with peers; • listen attentively when others speak and show respect for instructor and peers; • come to class fully prepared to participate in all class activities; • be helpful to peers with in-class activities, etc.
V. EVALUATION

I. EXAMS & QUIZZES

EXAMS & QUIZZES: There will be 4 (four) scheduled WRITTEN exams (3 during the semester and one FINAL exam). All exams are comprehensive — covering material that has been studied up to that point in the semester — because language is comprehensive. Additionally, there will be two ORAL exams, worth 10% each. Short announced quizzes, as well as graded compositions, may be assigned at any time throughout the semester.

The goal of the exams is to assess your ability to apply what you have learned about Spanish grammar, vocabulary, language use, and culture in each unit. Exams will consist of listening, reading, and writing sections in which your ability to use Spanish is evaluated. Exams are not “curved”; grades are based on what percentage of the material the student has successfully demonstrated mastery. Note that your conscientious and timely completion of the activities in the Workbook and Lab Manual will serve as excellent preparation for these exams.

II. GRADE COMPONENTS

* Written Exams (4) 40%
* Oral Exams (2) 20%
* Class Participation & Preparation 20%
* Homework 10%
* Quizzes 10%

3. GRADING SCALE

The Program in Spanish uses a standard grading scale for all beginning and intermediate courses:

A = 100-93%       A- = 92-90%    B+ = 89-87%
B = 86-83%        B- = 82-80%   C+ = 79-77%
C = 76-73%        C- = 72-70%   D+ = 69-67%
D = 66-63%        D- = 62-60%   F = 59-0%

VI. POLICIES

I. ATTENDANCE

Since a major focus of all course work is the development of communicative competence through exposure to the target language, missing class will disrupt the development of your language skills. As a result, the Program in Spanish has developed a standard attendance policy:

PROGRAM in SPANISH ATTENDANCE POLICY

It is a campus-wide policy that students are expected to attend all classes and are responsible for completing all course work required. Due to the nature of the discipline — the fact that you are learning to communicate in another language — daily participation in classroom activities is of the utmost importance. The Program in Spanish has established the following attendance policies:

A. If a student misses more than THREE classes in the regular semester, 20 points will be taken off the CLASS PARTICIPATION GRADE for each unexcused absence beyond the initial two classes. Absences will be excused only if the student presents documentation of an EMERGENCY: severe illness requiring medical care, death in the family, and the like. All NON-emergency absences (including travel plans) are taken with the understanding that they are NOT considered excusable absences.

B. For classes that meet twice per week, EIGHT (8) absences is the maximum total number of absences allowed for any student, no matter what the reason. Any student who misses a total of NINE (9) classes or more will automatically receive a failing grade for the course.

C. Partial absences (arriving more than 20 minutes late or leaving more than 20 minutes early) will count as an absence.

D. It is the student’s responsibility to keep track of his or her absences; no reminders will be given.

E. Requests to excuse absences must occur immediately after they occur; for obvious reasons, requests made at the end of the semester will NOT be considered.
F. Administrative Withdrawal
A basic requirement of this course is that you participate in class and conscientiously complete all assignments. Keep in touch with me if you are unable to attend class or complete an assignment on time. If you miss more than half of our class meetings within the first four weeks of the semester without contacting me, you will be administratively withdrawn from this section. Our class meets twice per week; thus, if you miss more than four classes in the first four weeks, you will be withdrawn. Administrative withdrawal has academic, financial, financial aid, and visa implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy at any point during the semester, please contact the department.

2. MAKE-UP EXAMS
It is the responsibility of each student to turn in assignments and take exams when they are scheduled. Consequently, there will be no make-up quizzes or exams of any kind (written, oral, or final) unless the student can produce verifiable documentation of an EMERGENCY (illness requiring medical treatment, death in the family, etc.).

3. Classroom CIVILITY
The language classroom is a unique learning community in which every student is expected to demonstrate courtesy and respect for both classmates and the instructor. Every person should know that she or he is an valued part of the class process and that her/his contributions will be respected.

Additionally, learning is disrupted when there are interruptions which prevent concentration & focus. Therefore, cellular telephones & pagers may not remain on in the classroom, except for medical or other valid emergency reasons. Please be sure to turn off your phones at the start of class.

4. CHEATING & PLAGIARISM
Learning is an individual effort for personal intellectual enrichment. Cheating and plagiarism violate the integrity of the learning experience. Therefore, students must not give or receive help during tests or exams, and on homework, and must fully acknowledge any ideas, information, or quotations taken from another source for either written or oral use.

The policies on academic misconduct as outlined in the 1997 Code of Student Rights, Responsibilities and Conduct and on pp. 36-37 of the 2004-2006 IUPUI Bulletin also apply to the dishonest use of translation software, web-based translation engines, or internet texts. Penalties for cheating and plagiarism may include the following: a failing grade on a particular exam or paper, or for the entire course, disciplinary action, or dismissal. Remember that it is not only the student's responsibility to refrain from dishonest behavior, but also to avoid the appearance of such dishonesty.

5. Additional Information
a. “EXTRA CREDIT.” In general, extra credit assignments or projects are not appropriate for beginning-level language classes. All the elements of the coursework (written exams, oral exams, oral participation, homework, etc.) and their percentage of the overall grade indicate exactly what we want students to do, and it is the level of mastery and successful completion of these elements that we use to calculate the grade. Extra credit is not to be used to raise low exam scores or make up for missed assignments.

b. TUTORING. Wherever advanced students in Spanish are willing and able to provide free tutoring for beginning-level students, the Program in Spanish will help in arranging tutoring sessions. Your instructor will advise you of the availability of tutors for beginning Spanish.

c. Grades of “INCOMPLETE” A grade of “incomplete” is a grade given when, due to some emergency, a student cannot complete the final portion of the course before the end of the semester. There are strict rules regarding the use of incompletes. A student must have already completed 75% of the course with a passing grade before a grade of incomplete can be considered. An incomplete cannot be used to make up for missed classes, homework, quizzes, etc. As a result, only a verifiable and reasonable emergency occurring at the end of the semester is sufficient justification for an incomplete in this course.
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<tr>
<th>WEEK</th>
<th>DATES</th>
<th>ACTIVITY</th>
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<tr>
<td>1</td>
<td>T, Jan. 8</td>
<td>Introduction to S161; review of S160</td>
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<td>R, Jan 10</td>
<td>Capítulo 7: Vocabulario (comidas); Expressing Generalizations (177-182)</td>
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<td>T, Jan. 15</td>
<td>Capítulo 7: Vocabulario (vitaminas); expressing actions in the recent past (183-187)</td>
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<td>Capítulo 7: Vocabulario (ejercicio físico); Expressing likes &amp; dislikes (187-192)</td>
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<td>T, Jan. 22</td>
<td>Capítulo 7: Vocabulario (vida sana); Numbers from 100-infinity (193-201)</td>
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<td>R, Jan 24</td>
<td>Capítulo 7: Síntesis y Algo más (201-203)</td>
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<td>T, Jan. 29</td>
<td>Written Exam I; Workbook &amp; Lab DUE</td>
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<td>R, Jan 31</td>
<td>Capítulo 8: Vocabulario (maternidad); Expressing daily routines (204-211)</td>
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<td>5</td>
<td>T, Feb. 5</td>
<td>Capítulo 8: Vocabulario (parto); Expressing reciprocal actions (211-215)</td>
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<td>R, Feb. 7</td>
<td>Capítulo 8: Vocabulario (cuidado posnatal); Expressing knowledge &amp; familiarity (215-221)</td>
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<td>T, Feb. 12</td>
<td>Capítulo 8: Vocabulario (pediatra); Avoiding repetition (221-228)</td>
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<td>R, Feb. 14</td>
<td>Capítulo 8: Síntesis y Algo más (228-231)</td>
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<td>T, Feb. 19</td>
<td>Capítulo 9: Vocabulario (depresión); Giving advice &amp; suggestions (232-240)</td>
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<td>R, Feb. 21</td>
<td>Capítulo 9: Vocabulario (alcohol); Expressing requests and orders (240-245)</td>
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<td>8</td>
<td>T, Feb. 26</td>
<td>Capítulo 9: Vocabulario (drogas); Giving recommendations (246-251)</td>
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<td>R, Feb. 28</td>
<td>Capítulo 9: Vocabulario (tabaco); Expressing emotion &amp; doubt (252-258)</td>
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<td>T, March 4</td>
<td>Capítulo 9: Síntesis y Algo más (259-264)</td>
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<td>R, March 6</td>
<td>Written Exam II; Workbook &amp; Lab DUE</td>
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<td>SPRING BREAK</td>
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<td>Capítulo 10: Vocabulario (pruebas diagnósticas); Discussing past activities (265-271)</td>
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<td>Capítulo 10: Vocabulario (enfermería); Expressing past activities (278-283)</td>
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<td>13</td>
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<td>Capítulo 10: Vocabulario (cuidado en casa); Expressing past activities (283-288)</td>
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<td>R, April 3</td>
<td>Capítulo 10: Síntesis y Algo más (288-292)</td>
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<td>Capítulo 11: Vocabulario (farmacia); Descriptions in the past (293-299)</td>
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<td>Capítulo 11: Vocabulario (fisioterapia); Mental, physical states in the past (300-305)</td>
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<td>Capítulo 11: Vocabulario (dentista); Speaking in the past (306-311)</td>
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<td>R, April 17</td>
<td>Capítulo 11: Vocabulario (optometrista); Speaking in the past (312-317)</td>
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<td>16</td>
<td>T, April 22</td>
<td>Capítulo 11: Síntesis y Algo más (317-323)</td>
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<td>R, April 24</td>
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**FINAL EXAM**

(Workbook & Lab DUE)

Day: __________________________________________

Date: _________________________________________

Time: _________________________________________