

OFFICE OF ACADEMIC AFFAIRS
COURSE APPROVAL FORM
NEW COURSE



College: CAHSS Prefix/Subject Code: WLC Course Number: 101MS

Banner Title: Intro to Medical Spanish I Credit Hours: 3 First Offered: Fall 2018
 (32 Characters)

Full Course Name: Introduction to Foreign Language I: Medical Spanish

Instructional Method: Online Hybrid Classroom

Cross-listed: _____

Cross-listed courses must provide both graduate and undergraduate syllabi.

Prerequisites: None

Min. Grade: D

Catalog Description: (300 Characters)

Teaches beginning listening, speaking, reading and writing within cultural contexts with special emphasis on medical terminology and tasks. Conducted in the target language. No prerequisites.

Co-requisites: None

Prerequisites with Concurrency: None

Restrictions: None

Class, Level, Department, Program, College, etc.

Grading System: A-F S-U

Does this course involve multiple academic units in the originating college? Yes No
If so, the chair of each academic unit must sign this form.

Is this course to be added to Charger Foundations? Yes No
If so, the Charger Foundations committee must review this form.

Does this course involve academic units external to the originating college? Yes No
If so, deans of all colleges involved must sign this form.

Is this a Laboratory course (stand alone or combined)? Yes No
If yes, indicate the number of credit hours for the lab and the number of contact hours.

Lab Hours: _____ Contact Hours: _____ Total Credit Hours: _____

Indicate type and hours for studio, clinical, internship, and study abroad courses.

- Studio Course Studio Hours: _____ Contact Hours: _____ Total Credit Hours: _____
- Clinical Course Clinical Hours: _____ Contact Hours: _____ Total Credit Hours: _____
- Internship Internship Hours: _____ Contact Hours: _____ Total Credit Hours: _____
- Study Abroad Abroad Hours: _____ Contact Hours: _____ Total Credit Hours: _____

Compare with existing catalog offerings, with justification if apparent overlap:

The only medical Spanish class currently offered is a one-semester course listed under our WLC 199S Special Topics. If the proposed sequence is approved and implemented, we will not offer 199S at the same time as the sequence, so there will be no overlap.

Discuss demonstrated value of course. Please justify why this new course is needed.

There is a demonstrated need for medical professionals with language skills, particularly in Spanish, so this course would serve our nursing and pre-med students as well as language students who have an interest in the field of professional interpretation and translation. The Nursing college and pre-health advisors are supportive and will help us advertise this course to their students.

Will this course be required? Explain.

No, but it may ^{be used} as an alternative to the traditional Spanish 101 and fulfill language requirements.

Is this course part of a program core? Explain.

No, although it could fulfill program requirements as stated above.

Is this course part of a new major or minor? Explain.

Not at this time, although we plan to work toward a certificate program related to Medical Spanish.

Textbooks: An Introduction to Spanish for Health Care Workers, 4th ed. (Chase & Medina de Chase)

Intended Instructors: Dr. Leslie Kaiura and/or Ms. Maria Boyette

Implications for faculty workload: Will replace one Spanish 101 or 199 course in regular workload

Implications for facilities: Will require a classroom accomodating a max. of 25-30 students.

A detailed syllabus must be attached giving an overview of topics covered, course goals and structure, grading system, and policies.

Department Chair: [Signature] **Grad. Council:** _____

College Deab: [Signature] **Graduate Dean:** _____

College Curriculum Commitee: [Signature] **Undergrad Curriculum Cmte:** _____

Charger Foundations: _____ **Provost:** _____

Acknowledgements from other units:

Department Chair: _____ **College Dean:** _____

Introductory Medical Spanish Sequence Course Proposal – Additional Explanations

For the last few years, I (Leslie Kaiura) have offered a one-semester WLC 199S Intro to Medical Spanish that has been well-enrolled and well received by students. The enrollees are typically nursing or pre-med students who would not otherwise take a foreign language class, so the addition of 199S has positively impacted our WLC enrollment.

However, 199S is a one-off class that does not fit into our Spanish program because students interested in further study cannot move from 199 to Spanish 102 or 201 due to prerequisites and to the narrow instructional focus of 199. In contrast, offering a two-semester introductory medical Spanish sequence would allow enough instructional time for students to receive comparable instruction and experience to our typical 101/102 students.

The course plans that I have created for the proposed 101MS/102MS sequence combine the key elements of our typical 101/102 curriculum with the thematic and task-based approach of my medical Spanish course. Some vocabulary topics are omitted or scaled down, and some minor grammar points receive a more cursory treatment, but I estimate that at least 85% of the current material for 101/102 is sufficiently covered in the plans. The course will also contain a cultural literacy component and will make use of audio and video resources available online.

Students completing the sequence will receive a solid introduction to basic Spanish and will get comparable practice in all four language skills (reading, writing, listening, and speaking). Therefore, if the sequence is approved, I propose that students be allowed to substitute it for our traditional Spanish 101/102 classes for the purpose of language requirements and prerequisites, or as part of their major, minor, or certificate program in Spanish. Eventually, if this sequence is successful, I think it would be advantageous for our department to explore developing a 300-level medical interpretation classes and a minor or certificate geared toward medical Spanish.

WLC 101MS: Introduction to Foreign Language 1: Medical Spanish [Sample Syllabus]

Professor:
Office:
Phone:
Email:

Classroom:
Meeting time:
Office Hours:

Textbooks and Materials:

- *An Introduction to Spanish for Health Care Workers*, 4th ed. Robert O. Chase and Clarisa B. Medina de Chase. New Haven: Yale UP, 2013. [Note: The materials for this course will be customized using a combination of this textbook with material from our traditional Spanish 101 textbook. See the course outline below.]
- *The Latino Patient: A Cultural Guide for Health Care Providers*. Nilda Chong. Intercultural Press, 2002. This text is available online at the UAH Library.
- A Spanish/English dictionary. WordReference.com is an excellent online dictionary with a smartphone app.
- Homework assignments and links to additional materials will be posted on Canvas throughout the semester. Students should check Canvas and UAH email regularly for announcements and assignments.

Course description: This course teaches beginning listening, speaking, reading and writing within cultural contexts with special emphasis on medical terminology and tasks. In addition to basic language and skills, students will learn vocabulary and structures to help them register Spanish-speaking patients, identify and discuss common symptoms and injuries, take a family medical history, and give advice about nutrition and special diets. Further medical topics are covered in the second course in the sequence. Class is conducted in the target language. No prerequisites. **Disclaimer:** This course is designed for students to learn and practice medical terminology, but does not teach content related to the diagnosis or treatment of medical conditions.

Grading Scale:

A+ = 98-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A = 93-97	B = 83-86	C = 73-76	D = 63-66
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62

Grade Breakdown:

Written Exams (3)	35%	Cultural Journal	10%
Oral Exams (2)	20%	Homework and Participation	25%
Quizzes	10%		

Attendance and Make-up Work Policy: Please note that there is a firm attendance policy in this course. There is no penalty for missing up to three class periods, and these absences may be used for illness or personal reasons. After four absences, a penalty of 4% per absence will be assessed from the student's final grade. Three tardies/early departures equal one absence. Excused absences are limited to participation in an official, previously scheduled university event (such as varsity sports) and extraordinary circumstances (such as non-elective hospitalization or accident). Regardless of the reason for absences, arranging for make-up work is the student's responsibility and work must be made up in a timely fashion for credit to be given. Homework will not be accepted more than one week past the due date, and quizzes, exams, and compositions may not be made up after they have been graded and returned to the class.

Written Exams: Written exams will cover all of the vocabulary and grammar structures covered in class. Formats may include objective sections (matching, multiple choice, fill-in-the-blank, etc.), sentence writing, short translations, and dialogue writing.

Oral Exams: Oral exams will coincide with the major written exams and will require students to complete a series of tasks using the vocabulary and grammar we have learned. For instance, for the midterm students will have to demonstrate that they can gather basic information about a patient and the patient's major complaint. For the final, students will role-play conducting a physical exam and taking a medical history, etc. At the professor's discretion, oral exams will either be done by appointment in person, or videoed by students and submitted via Canvas.

Quizzes: Most chapters will end with a short quiz. These quizzes will cover all vocabulary and grammar from the pertinent chapter. Quizzes cannot be made up after they have been graded and returned to the class. One quiz grade will be dropped.

Cultural Journal: The cultural journal will consist of 10 written responses (in English) to readings about Hispanic culture and the medical profession that the professor will provide during the semester. Readings will be available online via the UAH library or Canvas (web links or PDFs). In around 200 words, students will summarize key information from the readings and give a personal response to what they have read (Questions to think about when writing: What are the most important points of the reading? Did you know this information already? Does it surprise you? Does it seem true from your personal experience, or does it seem stereotypical? Is it helpful? Why or why not? Etc.) The journal will be turned in twice, with 5 entries due near midterm and the last 5 due near the end of the semester. Journals should be typed and double-spaced and will be turned in via Canvas.

Homework and Class Participation: Homework will be spot checked in class and grades will be assigned on completion of the assigned exercises. Worksheets from Canvas should be printed and completed before the date due on the syllabus. Grades will also be assigned for class participation (regularly volunteering, participating actively in pair/group work and discussion, etc.) and some grades may be given on oral or written activities completed in class (such as a dialogue that students write together and perform for the class). Poor attendance will also lower participation grades because you can't participate if you are not in class!

Contingency Plan: If class is cancelled due circumstances such as severe weather or the indisposition of the professor, students are responsible for checking Canvas and following any instructions for homework or make-up work before the next class meeting. Students **will be held responsible** for material and assignments that are posted on Angel in a timely fashion in the event of an unexpected class cancellation.

Cell Phones: Cell phones and similar devices must be silenced (not set to vibrate) during class, unless you have a special situation and have discussed it with the professor. They may be used to access dictionaries or other pertinent resources during class activities; however, they must be completely put away during quizzes and exams. Students seen handling/looking at phones during quizzes or exams will be in danger of receiving a zero. Please be courteous and do not take calls or text during class. Repeated disruptions can lead to a lowered participation grade.

ACADEMIC INTEGRITY

Using an online or electronic translator to compose sentences which you then turn in as your own writing, or asking a native speaker to help you with your homework, can both be considered a violation of the code of academic integrity. If you are using a program or device to translate more than 2-3 words together to compose strings or chunks of text, you may be violating the code of academic integrity. If you are confused about the difference between an online dictionary and an online translator, please speak with the instructor. You may also ask for clarification about the degree to which you may work with others on your assignments. You may use an online dictionary to look up single words and phrases to include in your original sentences. The following is an example of such an online dictionary: <http://www.wordreference.com>. Refer to the UAH Student Handbook for policies related to standards of conduct, including plagiarism, cheating, and student rights and responsibilities.

UAH is committed to the fundamental values of preserving academic honesty as defined in the Student Handbook (7.III.A). The instructor reserves the right to utilize electronic means to help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The terms that apply to the University's use of the Turnitin.com service, as well as additional information about the company, are described at www.uah.edu/library/turnitin.

STUDENTS WITH DISABILITIES

The University of Alabama in Huntsville will make reasonable accommodations for students with documented disabilities. If you need support or assistance because of a disability, you may be eligible for academic

accommodations. Students should identify themselves to the Disability Support Services Office (256-824-1997 or Madison Hall, Room 131) and their instructor as soon as possible to coordinate accommodations.

Tips for Success:

- Do not expect this class to be an “Easy A” or a “GPA Booster.” If you want a good grade, you have to work hard.
- Know your syllabus so that you are aware of important course policies and due dates.
- Check Canvas for announcements and homework assignments, and when in doubt, email the professor!
- Keep up with learning vocabulary and grammar on a daily basis. There is a lot of vocabulary in this course and you will not do well if you do not stay on top of it.
- Get help quickly if you have trouble with the grammar or tasks we are learning in the class.
- Come to class every day, and be prepared (read the chapter in advance and complete homework).
- Do all of the ‘regular credit’ assigned because there will not be any significant ‘extra’ credit (if any at all)!

Recursos (Online resources):

Internet tutorials and practice exercises:

<http://www.studyspanish.com>
<http://www.colby.edu/~bknelson/SLC/index.php>
<http://www.donquijote.org/members/>
<http://www.queondaspanish.com>

Textbook Companion Site:

<http://yalepress.yale.edu/yupbooks/chase/4eIndex.htm>

Online dictionary:

<http://www.wordreference.com>

Course Outline [Draft]

Chapter 1: ¿Quiénes somos? (Who are we?)

Objectives

- To greet others and make introductions
- To describe oneself and others in simple sentences using *ser* (to be) and adjectives
- To learn about and practice Spanish pronunciation

Vocabulary

- Greetings, expressions of courtesy and introductions
- Cognates and adjectives for describing personality and appearance
- People words (man, woman, student, child, etc.) and medical professions (for recognition)

Grammar / Structures

- Subject pronouns and the verb *ser* (to be)
- Definite and indefinite articles
- Gender and number agreement

Chapter 2: En la facultad de enfermería (In Nursing School)

Objectives

- To learn and use classroom and university vocabulary
- To talk about class schedules, times, and going places on and around campus
- To talk about simple actions and how frequently they occur

Vocabulary

- Basic classroom and university vocabulary, useful verbs
- School subjects (increased focus on nursing/medicine)

- Numbers 0 - 99
- Frequency/time terms

Grammar / Structures

- Ir + a + destination
- Present tense of regular verbs (-AR, -ER, and -IR), *hacer* and *salir*
- Telling dates and times

Chapter 3: ¿Quién es su paciente? (Who is Your Patient?)

Objectives

- To gather basic information from a patient (Registration/Admissions Interview)
- To make and negotiate dates and times for appointments
- To take telephone numbers and messages
- To tell a patient his or her vital signs using numbers

Vocabulary

- Numbers from 100-1,000, expressing years
- Question words & Registration interview questions
- Basic mail and money vocabulary (related to addresses, payment of bills)
- Basic professions and occupations

Grammar / Structures

- Tener, tener ___ años
- Forming questions
- Possessive adjectives
- Review of dates and times

Chapter 4: ¿Cómo está usted? (How are you?)

Objectives

- To ask how a friend or patient is feeling and describe your own feelings and symptoms
- To ask about pain and cold and flu symptoms
- To learn the difference between using *ser* and *estar* with adjectives

Vocabulary

- Feelings and conditions
- Pain (using the pain scale, determining the location and severity of pain)
- Cold and flu symptoms (including relevant body parts)

Grammar / Structures

- Estar + conditions
- Ser vs. estar with adjectives
- The verb *doler* in statements and questions

Chapter 5: En el hospital (At the Hospital)

Objectives

- To identify and talk about parts of the body and injuries
- To ask about patient comfort (tener idioms)
- To talk about and direct people to locations in the hospital

Vocabulary

- Places and items in the hospital
- Parts of the body
- Injuries and additional pain vocabulary
- Tener idioms (tener hambre, sed, frío, calor, miedo)
- Location terms (left, right, down the hall, etc.)

Grammar / Structures

- Estar + locations
- Past participles as adjectives, adjective placement
- Giving simple directions

Chapter 6: La salud y la familia (Health and the Family)

Objectives

- To describe families and ask others about their families
- To ask about family medical history
- To describe and compare family members using descriptive and possessive adjectives

Vocabulary

- Family members
- Relationship and other useful verbs (cuidar, amar, etc.)
- More descriptive adjectives
- Hereditary illnesses & family medical history questions

Grammar / Structures

- Direct object pronouns and the personal "a"
- Comparisons and superlatives
- Ir + a + infinitive

Chapter 7: La nutrición y las dietas (Nutrition and Diets)

Objectives

- To be able to talk about food and nutrition
- To discuss balanced and restricted diets
- To express and ask about likes and dislikes

Vocabulary

- Food, food groups
- Food preparation and nutrition terms
- Terms related to diabetes and special diets

Grammar / Structures

- Gustar
- Deber + infinitive
- Some stem-changing verbs (e – ie, e – i)
- Demonstrative adjectives