

FLGED-GE.1489 – Spanish for Health Care Professionals
Beginners Section One
Thursdays
1 day per week course
Fall, 2012

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I. Course Description

This course will prepare health care professionals to communicate with Spanish-dominant patients via intensive practice in three of the fundamental components of language acquisition: reading, speaking and listening in Spanish. The class will focus on helping students describe, listen, understand, react and recommend. You will learn general linguistic functions as well as grammar topics however the focal point of this course is to develop use and application of medical vocabulary. In addition to learning the appropriate vocabulary, we will practice oral communication strategies. All linguistic functions and vocabulary will be practiced in relevant, familiar contexts, which will be further supplemented by cultural readings, visuals, and presentations.

This course is designed for you to acquire a second language for communication purposes. Grammar will be taught for you to get a sense of the Spanish language structure. However, grammar teaching and testing will not be the focal point of this language course.

Particular emphasis will be placed on active participation by all students with the aim of consistently practicing vocabulary and functions studied. Cultural readings and presentations on Spain and Latin America will serve to further contextualize the course.

During this semester students will learn the following:

Basic Vocabulary (pertinent terminology) and communicative structures in Spanish.
Strategic language for communicating with clients and patients.
Overview of the histories and cultures of local Latino communities
Issues of Latino Immigrant patients
Strategies for learning and improving Spanish in the workplace.

II-Participation and Preparedness: Acquiring a second language requires daily practice and review. Preparation is essential in order for you to gain the most out of class sessions. Students must review the vocabulary and grammatical and non-grammatical (Pragmatics) concepts and videos **before class**. Class sessions will provide a forum for students to apply the knowledge gained from studying the text, and dialogues presented in class. Students must participate actively in class at all times, even when others are speaking. That is, they must remain attentive to what is being discussed, contribute ideas for dialogues and participate in role-playing exercises.

III- Class policies: Given the necessity of daily preparation, attendance is mandatory in this course. A maximum of **three** unexcused absence is permitted before a penalty is issued. Each absence after **the first** unexcused absence will lower the final grade by one third of a letter grade

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(e.g. B+ becomes B). 3 late arrivals will count as one unexcused absence. In the event of a family emergency, death, or severe illness, please contact the professor via phone or e-mail and submit appropriate documentation (doctor's note) to the teacher upon your return to class. No make up quizzes or exams will be given except under these special circumstances. **No use of laptops in the class.**

IV - Course Content

The course will approach the learning and teaching of Spanish using topics of culture, attitudes and behavior of Latino populations. Effective communication in a health care setting requires not only appropriate vocabulary and grammar but also awareness of and sensitivity to the many distinct Latino cultures in the U.S. and the many new Immigrant Latino populations therefore topics such as diversity among Latinos and topics of immigration will be highlighted and surveyed.

COURSE PROGRAM Requirement

***Please be sure to *learn* all material (vocabulary and grammar) *before* coming to class on the given day. E.g., *before* coming to class on Thursday you should have already read what was planned for that day. **Class time will be spent *using* what you have learned to communicate with your teacher and classmates.**

V -Assessment: Your learning will be assessed through short quizzes, **an oral midterm exam, and a comprehensive oral final examination.** Tests and quizzes will generally assess memorization, listening comprehension, and reading comprehension. Each will cover pertinent linguistic functions, as well as vocabulary. Additionally, several short listening or vocabulary quizzes will also be given at the instructor's discretion in order to assess each student's progress throughout the semester.

VI - Students

Students as active learners are expected to contribute with ideas for sample dialogues. Students would be required to follow role-playing exercises in class. Students **need to maintain a code of conduct in class**, this is an important factor that will affect your final grade.

VII - "Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212 998-4980, 719 Broadway 2nd floor, www.nyu.edu/csd."

VIII - The Use of Spanish in the Classroom

This class will probably be different from other language courses you may have taken. For this reason, we will explain what aspects of the language you will be responsible for and how you will be taught and evaluated. This course will be conducted bilingually, trying to put more emphasis in the use of Spanish, with particular emphasis on listening, responding, understanding and speaking. LISTENING is a major part of the class and your goal will be to the gist of the conversation.

IX - Videos and Songs (Compilation – Songs and Films) are recommended for you to practice Spanish at home, unless they have been specifically assigned for practice or review on an specific date as shown in the syllabus.

Required Texts – 1- Course pack.

2- CD ¿Puedo ayudarle? Spanish for Health Care a conversational approach
(with answers) [Miryam Yataco] [Muchik Editors] [2nd Edition] + CD Interactivo para practicar

Suggested additional books to at Amazon. com

**1- Spanish Phrasebook for Medical and Social Services Professionals
by Jarvis/Lebreto. 2000 edition. ISBN 0-395-96308-7**

Requirements and Grading

Class participation is the most important part of this course.

Consistent attendance / class involvement/ compliance with assignments

The Midterm and the Final will be based on oral interviews.

10 % class attendance

10% student's collaborative attitude and in-classroom behavior.

30% class participation (quizzes, oral presentations, role-playing, homework etc)

25% midterm

25% final examination

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

***Upon submission to the office of the University Registrar, all grades are final. No grades will be changed once entered into the University's records.

Bibliographic Web References

Medical Websites

FLGED 29 1480 – Beginners section One

Medical terms, websites, audio-lingual exercises etc.

Medical Spanish Terms

http://www.auburn.edu/academic/liberal_arts/foreign/Spanish/Medical_terms/

<http://www.acr-translations.com/>

ABCD EFG..... audiovisual exercises

http://www.literacycenter.net/lessonview_es.htm#

Numbers Repetition ... a PLUS

http://www.jvlnet.com/~liliana/Spanish_Numbers.html

Numbers with a Castillian accent

<http://www.donquijote.org/spanishlanguage/numbers/numbers1.asp>

Numbers pronunciation exercises

<http://www.spanish.bz/numbers.htm>

Websites

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<http://users.ugent.be/~rvdstich/eugloss/ES/lijt.html>

<http://www.idrama.com/medspan.htm>

http://www.smartphrase.com/Spanish/sp_medical_phr.shtml

http://www.123teachme.com/medical_dictionary

English Spanish Dictionary

<http://www.enchantedlearning.com/spanish/>

Website with multiple exams, web information etc.

<http://www.uni.edu/becker/Spanish3.html#newspapers>

Hospitales y Clínicas en Latino-América

Maternidad en España

<http://www.maternidadbelen.com/servicios/index.html>

Instituto Nacional Peri natal

<http://www.iemp.gob.pe/>

Clínica Ricardo Palma

<http://www.crp.com.pe/>

Clínica Cirugía Plástica

<http://www.peruhoo.com/jade.php?action=jump&jumpto=5109>

Colonicos en México

<http://www.colonicos.com/>

Clínica de Belleza en Panamá

<http://www.paginasamarillas.com/pagamanet/web/procesos/link.aspx?ie=815661&tipo=1&web=www.clinicavenas.com&tbu=1346&ipa=4&idi=1&qid=3626510949957257472>

Clínica en Colombia

<http://www.clinicasanrafael.com.co/default.asp>

Hospital en Guatemala

<http://www.amedesgua.com/>

**Medical Spanish Videos -
Videos en Espanol Medico**

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Samples of Medical Spanish classes

<http://www.youtube.com/watch?v=vGZGELqMIzQ>

<http://www.youtube.com/watch?v=hdsHJmefIPs>

<http://www.youtube.com/watch?v=fB7oip6Gn-E>

<http://www.youtube.com/watch?v=B3Sb4K7nBho>

lugares – practice verb Estar

<http://www.youtube.com/watch?v=zCupIVRGj-w>

La familia

<http://www.youtube.com/watch?v=ARUU1PqspE4>

partes del cuerpo

<http://www.youtube.com/watch?v=ROMavyEkMbE>

Si el niño tiene fiebre

http://www.youtube.com/watch?v=px-nLQTf_Yc

Videos Spanish Grammar

Document Videos Spanish Grammar

Adjetivos

<http://www.youtube.com/watch?v=Zt63I3FH3-Y>

El Imperfecto

<http://www.youtube.com/watch?v=3C0dMYbg0Yk>

verbos grupo uno

<http://www.youtube.com/watch?v=VgDeopKs3v0>

verbos grupo dos

<http://www.youtube.com/watch?v=h9uewNsUM1o>

verbos grupo tres

<http://www.youtube.com/watch?v=pFGy725kq7w>

verbos grupo cuatro

<http://www.youtube.com/watch?v=WmV-MD9eNPU>

verbos grupo cinco

<http://www.youtube.com/watch?v=f-Ev9CtdtHk>

verbos grupo seis

<http://www.youtube.com/watch?v=JZg6g6idwdM>

Immigration: Related Readings

1- Transnational families

Ernestina Avila and Pierrette Hondagneu-Sotelo, *'I'm here but I'm there': the meanings of Latina transnational motherhood,* and Sarah Mahler, *"Engendering Transnational Migration: A Case Study of Salvadorans,"* in Hondagneu-Sotelo, Pierrette (Ed.), *Gender and U.S. Immigration*. Berkeley: Univ of California Press. 2003.

2- Why and How Do Immigrants Come to the US? The American Dream

Portes, Alejandro and Rubén G. Rumbaut. 2006. "Who They Are And Why They Come." Pp. 12-34 in *Immigrant America: A Portrait*. 3rd ed. Berkeley, CA: University of California Press. *Labor migrants, professional immigrants, entrepreneurial immigrants, refugees and asylees.*

3- Artico, Ceres I. 2003. "The Process of Reunification." Pp. 135-150 in *Latino Families Broken by Immigration*. NY: LFB Scholarly Publishing. *Teens reuniting with immigrant parents in U.S, conflicts.*

4- Testimonio: migrant testimonies

John Beverly, "On Testimonio (Testimonial Narrative)," in Georg M. Gugelberger (Ed.), *The Real Thing: Testimonial Discourse and Latin America*. Duke University Press, 1996.

5- Indocumentales - Possible screening of film, in collaboration with the New York University Center for Latin American & Caribbean Studies.

<http://clacs.as.nyu.edu/object/clacs.events.filmseries.indocumentales>

<http://indocumentales.com/blog/>

6- C. Suarez – Orozco & Marcelo Suarez-Orozco (1998) **Children of Immigration.**

http://books.google.com.pe/books/about/Children_of_Immigration.html?id=PmypbDvvyA8C&redir_esc=y

7- Children Translating for Parents

Worthy, Jo. 2006. "Como si le Falta un Brazo: Latino Immigrant Parents and the Costs of Not Knowing English." *Journal of Latinos and Education*, 5(2):139-154. *The meaning of not speaking English from a parent's perspective.*

- 8- **Growing up Bilingual:** Puerto Rican Children in New York. Ana Celia Zentella. 1997. Oxford: Blackwell Publishers. Pp. 323.
- 9- Zentella, Ana Celia. "[¿Quiéren que sus hijos hablen el inglés y el español?: Un manual bilingüe / Would you like your children to speak English and Spanish?: A Bilingual Manual](#)"
- 10- Zentella, A.C. Multilingual San Diego: Challenging Erasure. **Journal of Southwest Linguistics**. Sept. 2009. Otheguy, Ricardo, A.C. Zentella, and D. Livert, [Language and dialect contact in Spanish in New York: Towards the formation of a speech community](#). **Language**, Dec. 2007: 1-33.
- 11- Zentella, A.C. [Dime con quién hablas y te diré quién eres: Linguistic \(In\)security and Latino Unity](#). IN Juan Flores and Renato Rosaldo, Eds. **The Blackwell Companion to Latino Studies**. Malden, MA: Blackwell. PP 25-39. 2007.
- 12- Spanglish, A New American Language, Ilan Stavans. <http://www.npr.org/templates/story/story.php?storyId=1438900>

Readings on Legislation

How Does A Person Become Legally Here in the United States? What is the legal pathway to citizenship?

“S.C. Immigration Law Faces Legal Challenges.” Retrieved January 21, 2012 from <http://www.youtube.com/watch?v=oHJ5R78TZO&feature=related>

Spend at least 2 hours exploring these websites:

“Visa Types for Immigrants.” Retrieved January 21, 2012 from http://travel.state.gov/visa/immigrants/types/types_1326.html

“Family Immigration.” Retrieved January 21, 2012 from http://travel.state.gov/visa/immigrants/types/types_1310.html

“U.S. Citizenship and Immigration Services (USCIS)” Retrieved January 21, 2012 from <http://www.uscis.gov/portal/site/uscis>