Study Center in Santiago, Dominican Republic

Course name: Advanced Spanish Conversation and Grammar  
Course number: SPAN 3003 DRSU  
Programs offering course: Community Public Health  
Language of instruction: Spanish  
U.S. Semester Credits: 3  
Contact Hours: 45  
Term: Summer 2017

**Course Description**
This is a course of theoretical-practical character whose purpose is to English-speaking students to acquire an adequate communicative competency that allows them to participate effectively in the social interactions in the Spanish-speaking environment in which they are immersed. The course is one of three obligatory courses offered to students enrolled in the Summer CPH program.

It is intended that the students develop an academic linguistic competency that allows them to access the contents of the other two courses of the program: *Pre-Professional Healthcare Issues* and *Community Health Practicum*. With this objective, the proper ways of using terminology within the area of public health are approached in the classroom, which includes the management of lexicon and style, as well as the purposes and the linguistic and logical structures that characterize the communication of the mentioned area of medicine.

For the development of this course we are adopting a focus centered on the action, considering students as social agents, that is, as members of a society that has tasks to carry out in a determined series of circumstances in a specific environment and within a concrete action field (European Council, 2002). There is an emphasis, with the purpose of favoring the development of the communication skills in the context, on comprehension: listening and reading, on production: speaking and writing and on reflection upon the language and its cultural and social dimension.

**Learning Objectives**
1. Use the communicative strategies available to interact properly in class when requesting and giving information, following instructions, asking and offering help and clarifications, manifest doubts, agreements and disagreements.  
2. Abide by the routines and procedures of the class: paraphrase what is spoken by other classmates and by the professor, take notes and revise them, assess the communicative tasks carried out in the classroom, as well as outside of it, process create, assess, and transmit information  
3. Apply the appropriate procedures to comprehend diverse written and oral texts using the strategies previously learned or the ones introduced or guided by the professor  
4. Produce diverse written and oral texts, considering the recursive process locked in writing and considering  
5. the elements proper to the situation of enunciation, as well as the appreciation of others as human beings.  
6. Recognize and value Dominican Spanish as part of diversity and identity
**Logical Thinking**

*Level of Knowledge 1:* Using logical procedures to conceptualize, distinguish, and infer ideas, causes, and/or consequences of problems or real situations.

**Critical Thinking**

*Level of Knowledge 1:* Question themselves about the reality observed and participate actively in debates about it, reflecting about the similarities and differences between their reality and other’s.

**Written and Oral Communication**

*Level of Knowledge 1:* Using communication strategies to understand and make themselves understood in Spanish by the people in the institutions and communities with which they make their community practices. Comprehend and produce, in an oral and written way, a variety of texts in diverse situations: narrative texts, descriptive, prescriptive, informative, graphic, etc.

**Research**

*Level of Knowledge 1:* Research to present in class about situations which they have made contact with in the work communities, under the structured guide of the professor and using documentary sources.

**Diversity and Intercultural**

*Level of Knowledge 1:* Observe and understand the environment in which they are immersed, accepting and respecting the linguistic and cultural diversity as part of the new experience that they are living.

**Course Prerequisites**

Language placement exam administered upon arrival.
Methods of Instruction
The formal work will take place through readings, discussions, and debates about the given themes relating them with the diverse aspects of the Dominican culture and the health problems students observe in their community practices, always observing respect and tolerance.

Being coherent with the methodological focus based on the actions adopted in Spanish classes for foreigners, this course is developed with a series of communicative tasks. The mentioned tasks have been proposed with the aim of having the student acquire dominance of the communicative competencies that will allow them to interact effectively with native speakers.

The oral and written practices that the student is to make are contextualized in the health field and in the communities in which they are doing their community work. We attempt to integrate, with this, the contents of the language class with those of the medicine courses they are taking and with the full immersion experience.

Each unit is subdivided in four parts with the purpose of detailing the pillars that serve as support of the language learning. The communicative functions constitute the starting point and indicate the competency that will be accomplished at the end of the unit. The communicative practices are the ones that really serve as support to learning given that they hold all the communicative tasks the students will complete. The use of vocabulary and contextualized grammar that we detailed in each one of the units of learning is articulated in them.

The students make individual and group practices in accordance with the nature of the content that they are working on at each moment. They will study the grammar notions independently and in the classroom they will apply the concepts learned as they complete the communicative tasks assigned by the professor. The written productions will be able to be made in the classroom or in the house depending on the time availability, but always considering the process implied in writing. The professor will attend students’ individual needs in the classroom while as he guides them in the completion of tasks, as well as outside the classroom, in the hours that he has destined to offered tutoring.

Assessment and Final Grade
We conceive assessment as part of the learning process, thus, tools have been designed to be applied during the whole course, and in which the students, as main actors in the process, have an active participation.

We take into account, mainly, what students are capable of doing in the Spanish language, observing not only the knowledge but the know-to-do. The main aim of the assessment is to determine in which degree the student has obtained the proposed competencies.

All communicative tasks made by the students are considered elements to be assessed, from oral and written practices assigned daily by the professors to midterms and final tests. These tests are composed of a series of tasks, similar to the ones assigned in the classroom, in which the lexical, sociocultural and linguistic given contents are approached.
This chart details the value of the activities that will serve as foundation for grade assignment:

<table>
<thead>
<tr>
<th>Exams</th>
<th>Units to be Assessed</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written tasks and exercises</td>
<td>All</td>
<td>20%</td>
</tr>
<tr>
<td>Oral practices and presentations</td>
<td>All</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm test</td>
<td>(Units I and II)</td>
<td>20%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>All</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>(Units III and IV)</td>
<td>25%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Course Requirements**

All coursework must be submitted to the instructor of record, unless the student has received other explicit, documented instructions to the contrary. It is your responsibility to make sure the instructor has received all your required work. Failure to do so may result in zero credit for lost assignments.

Neither individual instructors nor the Resident Director have final authority to extend deadlines past the end of the semester, make special arrangements for students to submit late work, or otherwise modify CIEE or host institution academic policies.

**Attendance and Class Participation**

Attendance will be taken at every class and fieldtrip, and as per the universal rules of tardiness and absences at the Pontificia Universidad Católica Madre y Maestra, excess absences and/or tardiness are cause for failure. Attendance is mandatory for all fieldtrips, the same as for classes. Ten (10) minutes of tardiness equal one hour of absence—not one class, but one hour of class. The rule for allowed absences is the number of credits X 3 plus 1 (except for language classes, which allow students to miss no more than 10% of their classes). This means, since it is a 3-credit class, there is no penalty for absences—except that you will miss out on important material and participation in discussions/debates if you are absent—until or unless you reach a 10th hour of absence, at which point you fail the class, no matter what your grade average is at that point in time; the only legitimate excuse accepted is a doctor’s written testament that you were hospitalized at the time of an absence. Plagiarism is also cause for failure, no matter what your grade average is at the point in time when the plagiarism is discovered.

Note that if you are absent the day of a presentation quiz, or the due date of a report, final essay, mid-term exam, or final exam, you will receive an F on said presentation, report, essay, or exam. Any late papers or reports will be marked down 5% after the first day and 1% every day afterwards. No coursework or final papers will be accepted after the last day of class.
Weekly Schedule

Unit I: Introduction to the class.
   1.1 Class expectations.
   1.2 Ideas and concepts about the WHO and health.
   1.3 Relation between culture and health in the world, and in the Dominican Republic.
2. Contextualized Vocabulary.
   2.1 Concepts related to the WHO.
   2.2 Expressions with similar meanings.
   2.3 Popular expressions related with health contexts.
   3.1 Function and uses of the verb to be in descriptive contexts.
   3.2 Attributive function of the verb to be.
   3.3 Uses of to be with the participative and with the adjective.
   3.4 Uses of to be in the passive voice
   3.5 Uses of direct and indirect object pronouns
   4.1 Reading, comprehension, and analysis of diverse descriptive texts.
   4.2 Analysis and interpretation of a song.
   4.3 Written production of descriptive texts about specific subjects related to their health and others’ health.

Unit II: Infectious diseases and community
   1.1 Processes of infectious diseases.
   1.2 Types of contagious diseases.
   1.3 Experiences in cases of contagious diseases.
2. Contextualized vocabulary.
   2.1 Names of the most common diseases in Dominican Republic
   2.2 Initials used for naming common diseases.
   2.3 Medical prescriptions.
   3.1 Uses of forms of the past of the indicative in narrative contexts.
   3.2 Contrast between the forms of the past indicative, specifically the indefinite and the imperfect.
   3.3 Expression of causes, consequences, and purpose (by and for)
   3.4 Uses of the imperative form in commanding and prescriptive expressions.
   3.5 Forms of expressing impersonality.
   4.1 Reading and comprehension of narrative texts, identifying their elements of the enunciation situation: type of narrator, attitude, point of view, etc.
   4.2 Oral narration of personal experiences or stories occurred to others.
   4.3 Research of diverse aspects related to the most frequent infectious-contagious diseases in Dominican Republic to be presented in class.
   4.4 Visit a place of interest, to interchange sociocultural and labor information related to workers’ health.
   4.5 Creation of news about an event related to the visit.
   4.6 Composition of diverse narrative texts contextualized in the areas where they carry out the community practices.
Unit III: Health Institutions
   1.1 Experiences in hospitals and consultations.
   1.2 Community work. Regional private hospitals.
   1.3 Hypothesis and ideas about an improved health job.
2. Contextualized Vocabulary.
   1. Differences between a hospital and a clinic.
   2. Dependencies that compose a hospital.
   3. Professions linked to hospitals and clinics.
   3.1 Uses and forms of the future indicative.
   3.2 Uses and forms of the conditional.
   3.3 Temporary expressions related to the future.
   3.4 Discursive organizers.
   3.5 Expressing concession.
   4.1 Comprehension and analysis of diverse informative texts.
   4.2 Dramatization of situations proper of a hospital and of a clinic.
   4.3 Hypothesis formulation in relation to the future of health institutions in the country.
   4.4 Essay composition about their experiences during the community practices, respecting model text structures that have been read in class.

Unit IV: A special case in health culture
1. Communication situations.
   1.1 Description of situations about donating organs in different Hispanic countries and in Dominican Republic.
   1.2 Presentation of common cases about organ donation.
   1.3 Conversation about the importance of organ donation.
2. Contextualized Vocabulary.
   2.1 Vocabulary related to organ donation.
   2.2 Institutions dedicated to motivate and regulate donations in Latin America and Dominican Republic.
   2.3 Practice of health vocabulary learned in the unit.
   3.1 Forms of subjunctive.
   3.2 Uses of subjunctive to express wishes, feelings, advice, opinion, value, doubt, and probability.
   3.3 Speaking verbs in referred speech.
   3.4 Direct and indirect style to refer speech.
   4.1 Comprehension and analysis of various informative texts, applying the comprehension strategies developed during the course.
   4.2 Presentation and/or dramatization of situations related to organ donations.
   4.3 Listening and analyzing song.
   4.4 Debate about topics of interest related to organ donation, in which they will present their points of view about the topic, expressing agreement or disagreements with others, but always respecting the right to freedom of opinion.
   4.5 Written production of a project of an ideal health center, in which the domain of the written code and the production process followed during the course is evidenced.
**Readings**


**Websites related to health:**

- www.who.com
- www.mediweb.com.mx
- www.prevention_world.com
- www.virusweb.roche.com.ar/
- www.conocimientosweb.net/
- www.mujerlatina.com/
- www.areasalud.com/
- www.BNZ3.com
- www.jet.es/aquijarro
- www.abcmedicus.com/articulo/pacientes.dlx
- www.bn23.com/portal/world/espa_o/salud
- www.senado.gov.do/masterlex/MLX/docs