

Spring 2019

California State University - Sacramento
Department of Foreign Languages - Spanish

Spanish 151: Civilization and Culture-Hispanic America (Healthcare), 3 units
(Section 10, call 30873)

T 6-7:15 Face-to-Face/Lab (MRP 1002); Th – Webonline Interaction*

Instructor:

María Mayberry
Office: MRP 2041
Office Hours: M 3-4:50 (Zoom 3:30 to 4:30)
Office Phone: prefers e-mail
e-mail: mayberry@csus.edu

*** You are expected to work on the webonline day to complete your group activities.**

I. Course textbook and materials:

1. *Culture, Health and Food in Latin America*. Ayala-Soto, Nuñez, Parés, Scorza. Free Open Source book available as pdf copies in Canvas. (required)
2. Dictionary

II. Catalog description: Readings, visuals, and discussion of the history, geography, anthropology, sociology, politics, economics, folklore, and artistic expression of the nations of Hispanic America.

Prerequisite: SPAN 2B or equivalent. **Graded:** Graded Student. **Units:** 3.0

**Important:* In this course, *Students will need to take the Assessment (Spanish Proficiency Exam) administered by the Department of World Languages and Literatures. The cost of the exam is \$25.00. The exam will be administered on Monday May 8th at two times: 4pm and 6 pm (Place TBA).*

III. Objectives and description of this course: This section of the Civilization and Culture of Hispanic America will focus on Healthcare Spanish and includes specialized themes and advanced communicative tasks appropriate for the Healthcare Professions. Building on the second-year specialized language sequence (section 10 of SPAN 2A and SPAN 2B) and the third-year specialized language course (SPAN 151), this section of SPAN 151 is a **third-year specialized on Hispanic culture** and focuses on cross-cultural practices variation within Latin America as related to healthcare. This specialized culture course includes more culture components such as authentic and adapted materials. The course materials will also include **not commonly found healthcare themes**, such as mental health in the Latino/Hispanic community, historical influences in the Latino's health attitudes and practices, immigrants and healthcare, Latinos and aging, among others.

IV. Student Learning Outcomes: Upon successful completion of this course students will be able to achieve and understanding of the cultural and linguistic differences that could impede communication and thus impact appropriate healthcare and health services. Students can reasonably expect to demonstrate that they are able to:

1. Identify and analyze social and cultural factors (such as cultural practices, beliefs and behaviors) that influence the practitioner-patient communication with Latino/Hispanic people and are relevant to the physical and emotional wellbeing and medical treatment of Latino/Hispanic people in the United States.
2. Gather evidence from critical sources (such as articles, books, newspapers, magazines, Internet) in the Spanish to explore the perspectives, products, and practices of the culture related to healthcare to develop cultural competence

(i.e., increased awareness and understanding of the culture where Spanish is spoken) through comparisons of the culture studied and their own.

3. Expand their written linguistic abilities in Spanish as evidenced by their ability to write reports in Spanish on topics relevant to healthcare and related fields.
4. Expand their oral linguistic abilities in Spanish as evidenced by their ability to prepare and deliver a Power-Point presentation in Spanish on topics relevant to healthcare and related fields.
5. Lead and participate in discussions on topics relevant to healthcare and related fields.

V. Method of Instruction. The course will be conducted in Spanish through lecture/presentation, daily pair/group (oral) activities, discussion of assigned readings and exercises, student-teacher interactions; memorized presentations; videos; the study of the cultures of Spanish speaking countries; daily homework from the book and/or Canvas such as readings, videos, discussion boards, writing assignments. It is your responsibility to check frequently the schedule and study the pertinent material.

This is a hybrid course and will be conducted as follows:

- 50% face-to-face: we will be meeting in the classroom at the scheduled times to discuss material researched during individual and group activities (that is, homework).
- 50% Webonline component: You will be assigned to small groups to work on **group activities** using Zoom, Google Docs or One Drive. **Attendance on the online days will be marked with the submission of your group work.** If you don't do the online activities that day they are due, you will be considered absent that day, and the absence will count toward the number of absences you are allowed.

VI. Equipment Requirements:

- A computer to watch videos and do the homework. Note: Phones do not always work well with CANVAS.
- Quick Time Player installed in your computer to watched videos.
- If you need help with this, see 'Help with technology' below.

Help with technology. The following resources are available to help you with technology. For help, go to AIRC 2005:

- *ACADEMIC TECHNOLOGY CENTER.* For more information, go to <http://csus.edu/atc/students.html>.
- *Information Resources and Technology.* It teaches students to use software needed to complete course assignments, access to open student computer labs or project rooms for group collaboration space and prints posters for free. To learn about all the services provided for students, go to <http://www.csus.edu/irt/index.html - students>
- *Student help.* If you need to report an issue, use the service desk online form by going to go to <https://csus.service-now.com/service/help>. You may also call 916-278-7337 or e-mail servicedesk@csus.edu

VII. Grading Breakdown:

- | | |
|---|-----|
| • Discussion & Participation (F2F/online) | 20% |
| • Exam 1 | 25% |
| • Homework | 20% |
| • Power Point - Presentation in Spanish | 20% |
| • Final Exam (Case Studies) | 15% |

*Please note: No late work will be accepted unless there is a **serious and documented valid excuse** that prevents the student from submitting an assignment/homework, taking a quiz, or doing the interviews.

Scores are rounded up or down, i.e., 82.5 will be considered an 83, but 82.25 will be an 82.

Grades are kept in numerical form until the end of the course, at which time they are averaged to determine the final letter grade (94-100=A, 90-93=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 64-66=D, 60-63=D-, and below 60=F). Please do not expect your instructor to give you a grade (letter or numeric) before this time. You may, however, ask to see your numerical scores of tests, quizzes, etc, at any time.

IMPORTANT:

An “I” grade is ONLY assigned when the student has completed most of the requirements for this course (85% of the course components). The student must be receiving at least a “C” on all other work. An “I” cannot be assigned when it is necessary for the student to attend additional class meetings to complete the course requirements, when the student has not kept a regular attendance (for example, if the student has more than 2 absences in this course (151) as stated in the attendance policy below), or if the student has already been allowed to make up one assignment due to an excused absence (see make-up policies below).

VIII. Course components and policies:

Discussions and participation (20%). Quality of student classroom preparation and participation in (synchronous or asynchronous) discussion of assigned material. There will be two main components to this part of your grade: Discussion leading by groups and participation in discussion lead by others (students and/or instructor) and group work.

To help you to start thinking critically (whether you are leading the discussion or just participating) during the discussion sessions, follow the **discussion guidelines (page 8)**.

Discussion Leading: One day during the semester, during the first 30-40 minutes of the class, each group of students will lead the discussion of an activity (or activities) of their choice from those due that week. Use the questions included in the activities as a starting point of your discussion, but prepare 3 or 4 more **open questions** in order to guide the discussion. You may give your classmates 5 or 10 minutes to answer in group these **open questions** before beginning the discussion. These questions may come from the research you do while completing the group activities. **There has to be discussion, not just questions and answers.** The topics will be assigned during the second week of class. The structure of the discussion will be as follows:

- **Introduction of topic.** Five minutes. You may start with **some** of the questions from the group activities.
 - **Open questions.** Provide students with your open questions. Give them 5-10 minutes for small group discussion
 - **Lead main discussion.** 15-20 minutes
 - Each student has to submit a peer evaluation for each group member to assess members' contribution to discussion leading activity
- **Class Participation Policy. Regular participation is mandatory.** The course is fast paced and new material is introduced at almost every class session. Excessive absences will affect your participation grade and final grade (see attendance policy below); that is, if you are not present, you cannot participate.

- Attendance alone is not enough to grant you the participation points. For an “A” grade (15% of final grade) in Class Participation, students are expected to arrive on time, be prepared for class (do homework), participate actively for the entire session in all class activities (individual, pair/group work) and discussions and conversations in Spanish with your classmates and instructors, and have no more than **two** absences. The class period is devoted to speaking Spanish rather than to speaking about the language, therefore, your preparation for class is very important.
- Participation in discussions is an opportunity to confirm understanding of course material.
- Chronic tardiness and absences will affect your participation grade. *Your instructor will confirm attendance and participation several times during class periods.* At the end of the semester, I will add these points to calculate your grade for Participation. **There cannot be make-ups for class participation.**

The following are some guidelines to get the participation points:

- **avoid** excessive absences, coming late often, sleeping in class, being distracted by your cellular, iPod, iPad, etc.
- **come to class fully prepared.** You are responsible for preparing the scheduled material **BEFORE** coming to class. This implies careful preparation of all homework assigned and material from the text, including grammar explanations and corresponding exercises.
- **volunteer** to participate in all activities
- turn off your cellular any other device not pertinent to the class.
- **Peer evaluation.** Group members will provide three evaluations of their peers participation and contribution during the semester for: 1) presentation; 2) leading discussion; 3) overall group activities (homework, presentation and leading discussion).

Attendance Policy during the first two weeks of instruction. Students who fail to attend **any two class meetings** will be administratively dropped. ****

Attendance policy after the first two weeks of the semester. In total, **students can miss TWO (2) classes for this entire course (SPAN 151) for emergencies.** If you are absent more than two times during the course, one point will be deducted from your final grade starting with the 3rd absence. For example, if you miss five times, you will lose three points off your participation and final grade. **More than 6 absences in this course (SPAN 151) will result in an automatic “F” grade.**

OJO: **2 TARDIES or 2 TIMES LEAVING CLASS EARLY equal ONE ABSENCE.** If you know you cannot be on time for this class or are going to be missing more than two times, drop this class now and take it at another time/section/semester when you don’t have any conflicts.

Attendance may be taken at least twice during each class meeting. Due to the nature and intensity of language courses, the emphasis on oral practice, participation, and the pace of the course, attendance is mandatory. Regular attendance at all class meetings (synchronous or asynchronous) is expected and is very important for your success since everything that is said or done in class is considered “test material”. The course meets once/week in the classroom and once/week online.

Preparing for class. You are responsible for preparing the scheduled material **BEFORE** coming to class. This implies careful preparation of all homework assigned and material from the text, including grammar explanations and corresponding exercises.

Make-up policy on assignments done in class (compositions, interviews, Tests, and quizzes.) There will be only one make-up per person during this course if you have an **excused absence** (see definition below) if attendance and participation have otherwise been regular (*more than 2 absences in SPAN 151 course is not regular attendance*). After that, any other assignments that you missed will have a zero.

There **are not** make ups for homework (because you have several days to complete your homework) or any other in-class activities (**important:** remember that in-class activities count as your participation points; therefore, if you are not present in class for the in-class activities, your grade on participation will be affected).

Excused absences. In the event of an illness, documented emergency, etc., you will need to submit appropriate documentation of your illness and/or emergency to your instructor the next class meeting. If the petition for make-up is *approved*, you must arrange a make-up time with the instructor within one week of the approval. If the petition is *not approved*, you will receive a zero on the missed assignment.

IMPORTANT: A note from the Student Health Center *is not appropriate documentation* because it does not document the nature of the emergency/illness.

Homework and quizzes 20%. Homework includes individual and group to be submitted in CANVAS.

LATE HOMEWORK/Assignment POLICY:

- *No late homework will be accepted, unless*
 - *there is a **serious and documented valid excuse** that prevents the student from submitting an assignment/homework, or taking a quiz, and*
 - *excused absence has been properly documented in a timely manner as explained below in the section **excused absences**.*
- *The 2 lowest homework will be dropped, instead.*

Canvas. We will be using Canvas for homework, assignments, announcements, handouts, videos, discussion boards, etc. Students are expected to check e-mails and Canvas Announcements daily for updates, assignments, and announcements regarding the class. You will have **individual homework** and **group homework** and need to sign on to Canvas to complete them:

- **Individual online** activities in Canvas will be due by 10:00 am on the date marked in CANVAS. (Do not ask for changes!!!).
- **Group activities.** As explained above, students are expected to meet **online on Thursdays** to research information required in group activities and to work on the final draft (of the activities) to be submitted by Saturday by 11 pm. **Please submit each activity in a separate document.** Group work will be presented in class **the following Tuesdays**. Each member in a group will earn 1 point per submission (provided they have participated in completion of the activity). **Your instructor will be checking randomly some of the group activities to grade them and provide feedback on the students' writing skills.** Documents that have too many mistakes (grammar, vocabulary usage, punctuation, etc.) will not be awarded the point and receive a zero, instead. If you get a zero in these activities, seek your instructor's help as soon as possible. **Class-time on Tuesdays will be used to check comprehension of material.** At the end of the semester, each student has to submit a peer evaluation for each group member to assess members' contribution to group activities.

Requirements for Group and Individual activities:

- All the members in a group must participate in *each of the group activities*. Your work should show **only the names of the students who participated in the assignment**.
- Students (each student) need to identify the section they have completed.
- Those students who do not participate in the assignments will get a zero for that activity.
- **Double-spaced your answers**
- **Submitting of files online.** Any written assignment—including all group work activities—are to be submitted through attachments. You can attach the following types of files: **for written homework**, attach a file like .doc or docx; **for audio files**, you need to submit an .mp3 file; **for video files**, you need to submit an .mp4 file.

IMPORTANT: Group and individual activities without these requirements will **not be graded** and received a 0.

Please, seek any extra assistance needed to be successful in this class. Come to my office hours!

Guidelines for homework:

- *Do your homework with your book closed to check for comprehension and retention of the material.*
- **READ** and understand what you are supposed to do. Do not lose points for not reading the instructions. Read and study the pages suggested in the Course Outline.
- USE a dictionary.
- Study **vocabulary** frequently (even vocabulary from previous chapters) and memorize it. Using new words to form new sentences will help you with the memorization process.
- Review your submissions for spelling, grammar and punctuation.
- **Due dates** are in the Course Outline (but all dates and assignments are subject to change; changes will be announced).

For any handwritten homework:

- Identify your homework on the **right top corner**: Name, date, chapter number, exercise number and page number. Example:
- Nombre: John Doe
- Fecha: 2 de octubre de 2008
- Capítulo 5, ejercicio 1-1, página 148

Your homework should include questions **and** answers. Any homework that only has the answers will not be graded and marked as "Incomplete".

PowerPoint Presentation 20%. You will prepare a brief (10-12 slides) PowerPoint presentation in Spanish about a health topic related to Hispanic cultures.

- Post the presentation and a handout on Canvas.
- **Print a handout for all your classmates:** ask your instructor how many copies to print.
- Include at least 2 discussion questions at the end (**yes/no question are not accepted**); your group will lead the discussion.
- The presentation will be graded based on how complete it is (that is, whether you include all elements required by your instructor), connection with audience (that is, not reading your presentation); as well as fluency, **pronunciation in Spanish**, leading a discussion among your peers and answering their questions.

- Each student has to submit a peer evaluation form for each group member.

Group Work and Scholastic Honesty

Working with other students is an extremely effective means of studying. Not everyone in the group needs to be at the same proficiency level. Get together with other students to practice conversation or to help each other understand the grammar explanations. Make sure, however, that you do not simply copy another student's work and turn it in as your own.

Cheating will not be tolerated. Turning in work that you did not write, for which you had considerable direct help from someone else, or which have translated by a translation service or computer program will be considered cheating. Anyone copying from others, allowing others to copy their work, or using information fraudulently obtained will receive an F in this class and will be reported to the Student Affairs Office.

How not to plagiarize. Go to <http://library.csus.edu/content2.asp?pageID=353>

Classroom Courtesy. Please use laptops, iPads, cellular phones while in the classroom only for activities pertinent to the class. When your professor is talking, you and other students need to listen. When your professor provides time for pair and/or group work, you need to work with your partner or group. This is not the time to talk to your professor about matters unrelated to the assigned activity, work on other assignments or talk in a language other than Spanish: these matters must be handled after class, during office hours, or by appointment. You will be asked to leave if you engage in any disruptive behavior.

Special needs

Services for Students with Disabilities (SSWD) offers a wide range of support services and accommodations to students based on appropriate documentation, nature of disability, and academic need in order to ensure equal access and opportunity to pursue their educational goals. In order to initiate services, students must submit medical or professional documentation to SSWD, Lassen 1008, (916) 278-6955. See details in the SSWD webpage at <http://www.csus.edu/sswd/>.

Before course accommodations can be made, a student needs to request accommodation to SSWD and provide a letter from SSWD to the instructor.

Please discuss your accommodations needs with me during my office hours early in the semester.

Basic Needs Support. If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available.

<https://www.csus.edu/basicneeds/>

****** Note: All dates and assignments are subject to change. I will announce the changes in class. If you miss class, your best bet for a quick response is to contact a classmate before the following class by phone, or e-mail . If you e-mail me, you need to allow between 24 up to 48 hours for replies. On weekends, replies may take longer.**

Information of 3 classmates to contact in case you are absent:

Name	e-mail and/or phone #

DISCUSSION GUIDELINES

- **Participation in discussions policy.** The goal of the discussions to have a critical dialogue based on the readings and/or videos. The success of this dialogue depends on everybody's active participation. Therefore, students' participation in discussion sessions will be carefully evaluated.
- To help you to start thinking critically during the discussion sessions, follow the **discussion guidelines**:

Discussion guidelines (synchronous in class or asynchronous)

When you participate in the discussions, whether you are posting messages to the Asynchronous Online Discussion Board, VoiceThread or whether you are participating in the Synchronous Discussions in class, please follow these guidelines:

- A message that demonstrates substance contributes to the understanding and application of ideas by doing one or more of the following:
 - **Reflection about meaning:** Describe thoughtfully what something means or new insights it provides, or raise a question as a seed for clarification or further discussion.
 - **Analysis:** Discuss relevant themes, concepts, main ideas, components, or relationships among ideas. Or, identify hidden assumptions or fallacies in reasoning.
 - **Elaboration:** Build on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant information.
 - **Application:** Provide examples of how principles or concepts can be applied to actual situations, or discuss the implications of theory for practice.
 - **Synthesis:** Integrate multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.
 - **Evaluation:** Assess the accuracy, reasonableness, or quality of ideas.
- Try to find a balance between being concise and elaborating on your idea, while still clearly written. Most ideas can be stated in a couple of paragraphs, although sometimes a longer message may be needed to develop your thoughts adequately. Keep in mind that people are more apt to read and digest shorter messages than long ones.
- Think critically and ask questions of the text and of each other; build off of or otherwise make connections to other people's posts to further critical thinking. But, avoid just repeating other student's posts. If you think someone has made an especially cogent point and you want to say so, include the writer's name and explain why by adding a few sentences and describing your response or adding to the original point.
- Avoid posting simple two or three word statements such as "I agree" or "Good point". ***Critical discussion includes your opinion of items mentioned, but also includes the reasons*** you hold that opinion, and why it may be inconsistent or consistent with what you've learned. Justify your reasoning with facts and/or information from the readings and your experience if they are relevant to the discussion.

- Be respectful. ***Please avoid language that is—or that could be construed to be—offensive toward others.*** At the same time, be open to having your ideas challenged.
 - The instructor reserves the right to remove any discussion messages that display inappropriate language or content.
 - Disagree with people's ideas, not the people themselves. It's fine to disagree with someone, but please respect their right to have different ideas, opinions, and beliefs. ***Please avoid personal criticism.***
 - Use complete sentences and proper spelling and grammar.
- For **synchronous discussions**, you need to type your answers to the questions provided by your instructor in the video-lectures.
 - Post the answers in Canvas in the folders provided each week. Answers have to be posted by 10 am of the day specified on the schedule (*calendario provisional*).
 - You will also bring your typed answers to class on the day specified on the schedule (*calendario provisional*). Your answers will be the starting point of the in-class discussion with your classmates.
 - For **asynchronous discussions**. For asynchronous discussions, we will use the Discussion Forum Boards in Canvas. For every asynchronous discussion session, you will have to contribute with 3 postings. All postings will be due by 11 pm of the due date indicated in the schedule (*calendario provisional*):
 - i. **Posting 1:** This initial post will answer the prompt question(s).
 - ii. **Postings 2 and 3:** Posting 2 will respond to one of your classmates' postings. Posting 3 will respond to a different classmate's posting.

IMPORTANTE: Leer los capítulos y ver los videos ANTES de cada clase. Si hay vocabulario y/o terminología que no entienden, hay que buscarla en el libro, en otros libros que tengan de referencia o en el Internet.

Spanish 151 Course Outline - Calendario provisional

	<p>Tarea: Activities and deadlines will be posted in Canvas chapter by chapter.</p> <ul style="list-style-type: none"> • Individual activities are due by 10 am on Tuesdays. • Group activities: Research information to talk about it on Tuesdays in class. On Thursday, you will work with your group on the final draft to be submitted on Saturday by 11 pm. <p>IMPORTANT: Read the pages before doing the assignments.</p>		
Wk 1	1/22 F2F: Introducción a la clase	Wk 9	3/26 F2F: Cap. 7 (One group will lead discussion)
	1/24 ONLINE: Cap 1 (individual work & research)		3/28 ONLINE: Cap 8 (individual work & research)
Wk 2	1/29 F2F: Cap. 1 (Instructor will lead discussion)	Wk 10	4/2 F2F: Cap. 8 (One group will lead discussion)
	1/31 ONLINE: Cap 2 (individual work & research)		4/4 ONLINE: Cap 9 (individual work & research)
Wk 3	2/5 F2F: Cap. 2 (One group will lead discussion)	Wk 11	4/9 F2F: Cap. 9 (One group will lead discussion)
	2/7 ONLINE: Cap 3 (individual work & research)		4/11 ONLINE: Cap 10 (individual work & research)
Wk 4	2/12 F2F: Cap. 3 (One group will lead discussion)	Wk 12	4/16 F2F: Cap. 10 (One group will lead discussion)
	2/14 ONLINE: Cap 4 (individual work & research)		4/18 ONLINE: Work on presentations
Wk 5	2/19 F2F: Cap. 4 (One group will lead discussion)	Wk 13	4/23 F2F: PowerPoint Presentations/lead discussion (session 1)
	2/21 ONLINE: Cap 5 (individual work & research)		4/25 ONLINE: Work on presentations
Wk 6	2/26 F2F: Cap. 5 (One group will lead discussion)	Wk 14	4/30 F2F: PowerPoint Presentations/lead discussion (session 2)
	2/28 ONLINE: Study for Exam 1		5/2 ONLINE: Review for Final Exam
Wk 7	3/5 F2F: Exam 1	Wk 15	5/7 F2F: Evaluations, peer evaluations, and Assessment at 4pm and 6pm
	3/7 ONLINE: Cap 6 (individual work & research)		5/9 ONLINE: Review for Final Exam
Wk 8	3/12 F2F: Cap. 6 (One group will lead discussion)	Wk 16 Wk of finals	5/14 Examen Final (Case Studies) 5:15 – 7:15pm
	3/14 ONLINE: Cap 7 (individual work & research)		
	3/16 -3/24 SPRING BREAK		