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# College of Liberal Arts and Social Sciences (CLASS)

# Department of Spanish

# SPAN 3560

# Spanish for the Medical Professions II

# Spring 2024

## **Instructor Contact**

**Name:** Crystal María Wagner, M.A

**Office Location:** LANG 407-D

**Office Hours:** T, TH 3:30-4:30 pm or by appointment

**Phone Number:** 940**-**565-2404 (Spanish Dept. Office)

**Email:** [crystal.wagner@unt.edu](mailto:crystal.wagner@unt.edu)

## **Class meetings**

Tuesdays / Thursdays 11:00-12:20 pm

Room: LANG 216

**Welcome to UNT**

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT’s full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

## **Communication Expectations**

Communication Expectations

UNT email is the primary tool to communicate directly with students. By UNT policy, students must use **only** their UNT email address to email professors. Any personal concerns or questions should be emailed to the professor. Emails will be answered within 24-36 hours or sooner (except for weekends). Please address me as Professor (Wagner) or *profe*. I will do my best to return graded work within one week of the due date. For more information about proper communication with your professor, please consult UNT [Communication Tips.](https://clear.unt.edu/online-communication-tips)

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## **Course Description**

**This course emphasizes basic conversation skills in Spanish for those serving or interested in the medical professions. Students will learn essential medical vocabulary, scenarios on everyday situations, and sample dialogues that medical students, pre-professionals, and professionals may encounter at work settings such as hospitals, emergency rooms, doctors’ offices, and clinics when dealing with Spanish-speaking patients and personnel in the United States.**

## **Course Content**

This course covers lessons 11-20 of the textbook. The textbook will be complemented with PowerPoint presentations and case studies designed by peers and the professor. It is the students’ responsibility to consult the class schedule, come prepared to class and meet the deadlines for all assignments. Late work could be accepted only under extreme circumstances (e.g. death of a close family member, illness, jury duty, military service). Proper, original documentation must be provided.

Late work will be accepted only in special circumstances.  Communication with professor is imperative; no exceptions will be provided in the event of poor communication or when asking for exceptions long after a deadline has passed.   I am flexible in reasonable circumstances; excessive requests for exceptions will be denied without official documentation through the Dean of Students.

## **Pre-requisites**

This course is designed for students who have passed Spanish 2050 at UNT or the equivalent. For more information, please contact the Department of Spanish in LANG 101, 565-2404.

**The class will be conducted in Spanish.** To develop the Spanish language proficiency, students are encouraged to use as much Spanish as possible. Making mistakes is a normal process while acquiring a second language. You will not be judged by anyone. On the contrary, we will have fun in the classroom speaking Spanish until we master it.

## **Required Textbook**

*Basic* *Spanish for Medical Personnel* by Ana C. Jarvis and Raquel Lebredo, Enhanced Second Edition. ISBN: 978-1-285-05218-2 (**since this is a workbook, used copies will not be accepted**)

### **Recommended books**

*Southwestern Medical Dictionary* by Margarita Artschwager Kay. 2nd Ed. and *Spanish for Health Care Professionals* by William C. Harvey. 2nd Ed.

## **Course Objectives**

* Develop oral, written, and reading skills in Spanish for healthcare purposes
* Enhance cultural understanding of healthcare issues and treatment in the Hispanic World
* Learn specialized vocabulary needed for communication between healthcare professionals and their Spanish-speaking patients.
* Participate in realistic situations, grammar exercises, dialogue completions, and situations role-play.

## **Course Technology & Skills**

This course requires students to have the following technology, skills, and system in order to carry out the required assignments of the class:

* Computer
* Reliable internet access
* Speakers
* Microphone
* Web-cam
* Plug-ins
* Microsoft Office
* [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements)

(NOTE: Canvas works better using Chrome or Firefox Browsers.)

## **Technical Assistance**

If you need help with technology and/or Canvas, please do not contact your professor. Contact:

**UIT Help Desk**: UIT Student Help Desk site

**Email**: helpdesk@unt.edu

**Phone**: 940-565-2324

**In Person**: Sage Hall, Room 130

**Walk-In Availability**: 8am-9pm

**Laptop Checkout**: 8am-7pm

For additional support, visit Canvas Technical Help

## **Rules of Engagement**

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

* While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
* Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
* Ask for and use the correct name and pronouns for your instructor and classmates.
* Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
* Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
* Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
* Be cautious when using humor or sarcasm in emails or assignments as tone can be difficult to interpret digitally.
* Avoid using “text-talk” unless explicitly permitted by your instructor.
* Proofread and fact-check your sources.
* Keep in mind that online posts can be permanent, so think first before you type.

See these Engagement Guidelines for more information.

## **Course Expectations**

### **As the instructor in this course, I am responsible for**

* providing course materials that will assist and enhance your achievement of the stated course goals, guidance.
* providing timely and helpful feedback within the stated guidelines.
* assisting in maintaining a positive learning environment for everyone.

### **As a student in this course, you are responsible for**

* reading and completing all requirements of the course in a timely manner,
* working to remain attentive and engaged in the course and interact with your fellow students
* assisting in maintaining a positive learning environment for everyone.

## **Course Requirements**

|  |  |
| --- | --- |
| Assignments | Percentage of Final Grade |
| Class Active Participation | 25% |
| Homework   * Reflections (total 4) * Vocabulary and grammar exercises | 15% |
| Quizzes (10 total) | 15% |
| Midterm Exam (lessons 11-15) | 15% |
| Final Exam (lessons 16-20) | 15% |
| Oral Presentation and Peer Evaluation. | 15% |
| Extra Credits (15 total)   * Written personal reflection of the oral presentation (10 points) * SPOT evaluation (5 points) |  |
| **Total** | 100% |

## **Grading Scale**

A = 90-100%, B = 80-89.5%, C = 70-79.5%, D = 60-69.5%, F = Below 59% (final grades will be rounded up to the next letter grade only after .5. Example: 89.5 > will be rounded up to 90. 89.4< will equal 89)

## **Assignments Description**

## **Class Active Participation**

Class participation is a vital part of any language learning experience and mastering your Spanish competency. For each day of class, students will earn **4-5 points for active participation**. Participation points will be posted in Canvas every two weeks. Active participation consists of asking or answering questions in class, giving comments in class and in group, participating in group discussions, turning in your peer review to students’ presentations. To improve your level of participation and maximize your use of class time, it is highly recommended to prepare thoroughly with homework prior to each class. This course is student-centered and relies heavily on your interaction and collaboration with your peers. Much of your work during class will be completed in pairs and small groups, with your instructor as the facilitator and you and your classmates as the main participants. All students are expected to participate equally in these activities and will be graded accordingly. Although attendance is mandatory, be mindful that attendance without active and sustained participation, does not guarantee a good participation grade.

## **Homework**

As preparation for class, for each lesson there will be weekly homework assigned in the textbook or/and in Canvas. Homework will be based in vocabulary, grammar and reflections. Students will use their critical thinking to reflect on the new acquired knowledge and how they may expand it to grow as professionals in the medical field. Homework in the textbook will be checked by the instructor at the beginning of class.

## **Quizzes**

For each lesson of the textbook, there will be a quiz to evaluate your knowledge on medical vocabulary as well as your response to specific situations and cases related to the medical field. Quizzes will be taken at the beginning of class; therefore, it is important to arrive to the classroom on time.

## **Midterm Exam and Final exam**

The midterm exam will evaluate your knowledge on medical vocabulary as well as your response to specific situations and case studies related to the medical field learned in lessons 10-15. The final exam will evaluate your knowledge in lessons 16-20 and it will be taken on the last day of class. Both exams will be taken in Canvas in the Language lab, first floor of LANG building. Plan your schedule accordingly. Make ups for the Midterm exam could be granted only under extreme circumstances (e.g. illness, death of a family member, jury duty, military service). Original documentation will be required.

## **Oral presentations**

To enrich the topic information of each lesson, beginning on the third week of class, students will give a 8-10-minute PowerPoint presentation on a topic related to the medical field in a specific Hispanic country or in the United States. The presentation can be either in English or Spanish. On the first week of class students will choose the topic of their preference from the list provided in Canvas and reserve the time slot in the Calendar in Canvas for the day of the presentation (first-come-first serve basis). Students can also propose a topic that is not on the list. However, the topic must be related to the lesson topic and needs to be approved by the professor. Students will do a thorough research on the topic and will create a case study for group analysis. During each presentation classmates will participate actively by writing an evaluation of each presentation, asking questions, and giving comments. At the end of class students will turn in their evaluations (for a grade). There are no make ups for presentations or peer evaluation for missing class. Presentations could be rescheduled only due to a severe illness and will need a doctor’s note. Guidelines and evaluation rubric are available in Canvas.

## **Oral Presentation Extra Points**

5 extra points will be earned by writing a 200-250-word personal reflection about the process of research for the presentation content, the new learned knowledge, and the strongest and weakest areas during the presentation. The personal reflection will be submitted in the place assigned in Canvas before the due date.

## **SPOT Course Evaluation**

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. Students will earn **5 extra points** in the participation category for doing the SPOT evaluation. To receive the extra points, you must forward your professor the confirmation email you receive from UNT after evaluating the course. Screenshots will not be accepted.

# **Course Policies**

### Attendance

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course.  It is important that you communicate with the professor prior to being absent, so you and the professor can discuss and mitigate the impact of the absence on your attainment of course learning goals.  Please inform the professor if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

Late WorkLate work will be accepted only under special circumstances. Students should contact the professor immediately.

### Examination Policy

Exams and quizzes should be taken on the dates assigned in the Course assignments calendar. Make-up for exams and quizzes will be permitted only under extreme circumstances. The student is responsible for providing the professor original documentation. Students should contact the professor immediately.

### Assignment Policy

All official due dates for assignments can be found in the Assignments Calendar Schedule provided in the Syllabus. Assignments will be submitted in Canvas in the assignment drop box. Assignments will not be accepted via email. Assignment instructions, topics and grading rubric will be provided in Canvas.

**Student Issues with Instructors**

When a student has class-related issues with her/his instructor (e.g. appeal a grade, disagreement about attendance record, interpretation of a class assignment, assigned grades, etc.), she/he should follow these steps to reach a resolution:

1. The student may first talk directly to the department chair, Dr. Gabe Ignatow, about the issue (make an appointment with Dr. Ignatow by contacting Ms. Nancy Bouchard, [Nancy.Bouchard@unt.edu](mailto:Nancy.Bouchard@unt.edu)), or talk with the respective instructor to resolve the issue
2. If the issue is not resolved to the student’s satisfaction, then she/he should email a written description of the issue to Dr. Ignatow (gabe.ignatow@unt.edu). Dr. Ignatow will also solicit a written statement from the respective instructor
3. Dr. Ignatow may meet individually with the student and instructor to resolve the issue
4. If the student is not satisfied with the resolution, she/he should contact the Executive Dean of the College of Liberal Arts & Social Sciences to discuss this issue

### Academic Integrity

The UNT Department of Spanish adheres to the University’s policy on Student Academic Integrity. For all pertinent assignments and assessments, the work must be the student’s work only (unless otherwise indicated by the course instructor) and should reflect the student’s level of proficiency. Students are prohibited from asking another person (i.e. a friend, tutor, or relative) to help them develop or compose a response (oral or written) in preparation for, or while completing, an assignment or assessment that will be graded and applied to the student’s final grade in the course. This includes, but is not limited to, receiving outside assistance with drafting, revising, editing, or developing the content and structure of a response to an assignment or assessment question without consent from the course instructor. Also, the use of translation technology (any digital translation tool or app) is prohibited for all assignments and assessments and will be considered academic misconduct. Information “cut and pasted” or otherwise copied from other sources and used as answers in assignments and assessments will be considered plagiarism. This includes use generative AI tools to complete any aspect of assignments for this course, including Chat GPT, or any other related software. If a student has any doubts whatsoever as to what constitutes any form of scholastic dishonesty, they should consult with the course instructor before submitting their work.  Cheating, plagiarism, and other examples of academic misconduct defined by University Policy will result in a zero on the assignment or assessment in question and may be reported to the Dean of Students. For an explanation of the Academic Integrity Code, including information on definitions, reporting and investigations, and contesting an admonition or violation report, see: <https://deanofstudents.unt.edu/academic-integrity>

### On use of e-mail

Please use your official UNT Eagle Connect for all communication. This means that your instructor will only respond to e-mail sent by their students from a UNT Eagle Connect address. Likewise, your instructor will only send e-mail to your UNT Eagle Connect address. Information about Eagle Connect can be found at the following Web address: <http://eagleconnect.unt.edu/>.

### On student behavior during the course

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the course and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr).

*A note on protocol: If you have a problem with anything related to your course (textbook, instructor, testing, etc.), it is your responsibility to discuss the problem first with your instructor. Most problems or misunderstandings can be dealt with effectively and efficiently if the people most directly involved can discuss the problem and communicate honestly with each other.*

### On the use of electronic devices

Cell phones are not allowed in the classroom unless directed by the instructor. Please, turn off your cell phones before entering the classroom and keep them in your backpack during class. The usage of electronic translators for home assignments is prohibited and it is considered a form of academic misconduct.

Syllabus Change PolicyChanges to the Syllabus and assignment due dates would be done only under extreme circumstances Students will be notified of any changes.

## UNT Policies

### Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. **Cheating, plagiarism, and other examples of academic misconduct defined by University Policy will result in a zero on the assignment or assessment in question and may be reported to the Dean of Students.**

ODA Policy  
UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](https://disability.unt.edu/) (<https://disability.unt.edu/>).

### Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

### Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

### Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

### Acceptable Student Behavior

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (https://deanofstudents.unt.edu/conduct) to learn more.

### Access to Information - Eagle Connect

Students’ access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu/). All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (https://it.unt.edu/eagleconnect).

### Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](file:///C:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (http://spot.unt.edu/) or email [spot@unt.edu](file:///C:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\spot@unt.edu).

### Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-5652648.

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| Fecha | **Lecciones y actividades en clase** | Tareas y lecturas  Tareas: Due at 11:00 am |
| Semana 1  (enero 16-18) | **Martes**   * Presentaciones a la clase * Introducción al curso   **Jueves**   * Hablar sobre las presentaciones orales * Encuesta informal | **Antes de la clase el martes 16 de enero:**   * Imprimir el sílabo y leerlo |
| Semana 2  (enero 23-25) | **Martes**  **Lección 11:** **“Nace un bebé”**   * Actividades en clase: p. 139-144 * Nota cultural “Las parteras” p. 142   **Jueves**   * **Prueba 1** (vocabulario, gramática) en clase * Actividades en clase: p. 145-149 * Discusión en clase, artículo “para leer”   *Traer tres preguntas de discusión* | **Tarea para el martes**   * Contestar ejercicios A y B pp. 144-145 (en el libro de texto)   **En Canvas:**   * Ver los videos gramaticales (los verbos irregulares en el pretérito, los mandatos informales)   **Tarea para el jueves**   * Estudiar para la prueba 1: gramática, vocabulario p. 141-142 * Traer tres preguntas sobre el artículo |
| Semana 3  (enero 30- feb. 1) | **Martes**  **Lección 12: “En el centro médico”**   * **Prueba 2:** Vocabulario p. 153-154 y gramática * Actividades en clase: p. 151-152, 156   **Jueves**   * Actividades pp. 158-159 * Lectura: “El cáncer” p. 163-164 * Análisis de caso de estudio | **Tarea para el martes**   * Estudiar para la prueba 2: vocabulario p. 153-154 y gramática * Escoger en Canvas su tema de presentación * Reservar su tema en el calendario en Canvas   **Tarea para el jueves**   * Contestar ejercicios A y B, p. 157, 158 * En Canvas: escribir la **reflexión 1 (lecciones 11-12)** |
| Semana 4  (febrero 6-8) | **Martes**  **Lección 13: “En el hospital”**   * **Prueba 3:** vocabulario pp. 167, 168 y Notas culturales * Actividades en clase: pp. 165-166, Notas Culturales   **Jueves**   * Actividades pp. 170-172 * Discusión en clase, artículo “para leer” | **Tarea para el martes**   * Estudiar para la prueba 3: vocabulario pp. 167, 168 y Notas culturales pp. 168-169   **Tarea para el jueves**   * Contestar ejercicios A y B p. 170-171 * Traer tres preguntas sobre el artículo |
| Semana 5  (febrero 13-15) | **Martes**  **Lección 14: “En el laboratorio y en la sala de rayos X”**   * **Prueba 4:** vocabulario pp. 179-180 y Nota culturales * Actividades en clase: pp. 177-178 * **Presentación y caso de estudio 1: “Los riesgos vs. los beneficios de las transfusiones de sangre”**   **Jueves**   * Actividades en clase: pp. 182-186 * **Presentación y caso de estudio 2: “**La importancia de la colonoscopía” | **Tarea para el martes**   * Estudiar para la prueba 4: vocabulario pp. 179-180 y Notas culturales p. 181   **Tarea para el jueves**   * Contestar ejercicios A y B, p. 182-183 * En Canvas: escribir la **reflexión 2** (lecciones 13-14) |
| Semana 6  (febrero 20-22) | **Martes**  **Lección 15: “Enfermedades venéreas”**   * **Prueba 5:** vocabulario p. 189, 190, Vocabulario sobre los órganos reproductivos, p. xxi y Notas culturales p. 191 * Actividades en clase: pp. xxi, 187-188, 191   **Jueves**   * Actividades: p. 195-197 * Lectura: “El Sida” p. 199-200 * **Presentación y Caso de Estudio 3: “El sistema reproductivo femenino y masculino”** | **Tarea para el martes**   * Estudiar para la prueba 5: vocabulario pp. Xxi, 189-190 y Notas culturales p. 191   **Tarea para el jueves**   * Contestar ejercicios A, B, C, pp. 193-194 |
| Semana 7  (febrero 27- 29) | **Martes**   * Video: “La gonorrea en Guatemala” * Cuestionario sobre el video (cuenta cómo calificación) * **Presentación y caso de estudio 4: Factores de género en la transmisión de enfermedades sexuales**   **Jueves**   * Repaso para el examen de medio semestre * **Presentación y caso de estudio 5: “Síntomas y efectos de la sífilis”** | **Tarea para el martes**   * Estudiar para el examen de medio semestre   **Tarea para el jueves**   * Estudiar para el examen de medio semestre * Hacer ejercicios pp. 201-203 (para el repaso del examen) * En Canvas: escribir la **reflexión 3** (lecciones 15-16) |
| Semana 8  (marzo 5-7) | **Martes**  **Examen de medio semestre, lecciones 11-15**  **Jueves**  **Lección 16: “Problemas de la hipertensión”**   * **Prueba 6:** vocabulario pp. 209-210 y Notas culturales p. 210 * Actividades en clase: p. 207-208 * **Presentación y caso de estudio 6:** “Las funciones y las partes del sistema circulatorio” | **Tarea para el martes**   * Estudiar para el examen de medio semestre   **Tarea para el jueves**   * Estudiar para la prueba 6: vocabulario pp. 209-210 y Notas culturales |
| Semana 9  (marzo 11-15) | SPRING BREAK |  |
| Semana 10  (marzo 19-21) | Martes   * Actividades en clase: p. 211-213 * **Presentación y caso de estudio 7:** “Síntomas y efectos de la hipertensión”   Jueves   * Actividades en clase: p. 214-216 * Video: “Riesgos de las bebidas energéticas” * Cuestionario sobre el video (cuenta para una calificación) | **No hay tarea para el martes ☺**  **Tarea para el jueves**   * Contestar ejercicios A, B, pp. 212 |
| Semana 11  (Marzo 26-28) | **Martes**  **Lección 17: “En el consultorio del Dr. Gómez, clínico”**   * **Prueba 7:** vocabulario pp. 219-210 y Notas culturales p. 220 * Actividades en clase: p. 217-218 * Discusión (tema): Los sesgos en la medicina * **Presentación y caso de estudio:** “Causas de los problemas gastrointestinales en la comunidad hispana”   **Jueves**   * Actividades en clase: p. 222-224 * Video: las comidas hispanas * Cuestionario sobre el video (cuenta para una calificación) | **Tarea para el martes**   * Estudiar para la prueba 7: vocabulario pp. 219-220 y Notas culturales p. 220   **Tarea para el jueves**   * Contestar ejercicios A, B, C pp. 222-223 |
| Semana 12  (abril 2-4) | **Martes**   * Lectura: pp. 226-227 * **Presentación y caso de estudio:** “El mal de ojo y el empacho” * Discusión: los remedios caseros   **Jueves**  **Lección 18: “En la clínica de drogadictos”**   * Prueba 8: vocabulario pp. 232-233 y Notas culturales p. 233 * Actividades pp. 229-231 * *Lectura adicional y discusión TBA* | **Tarea para el martes**   * Contestar ejercicio p. 225   **Tarea para el jueves**   * Estudiar para la prueba 8: vocabulario pp. 232-233 y Notas culturales p. 233 |
| Semana 13  (abril 9-11) | **Martes**   * Actividades pp. 234-238 * Lectura: “Información sobre la cocaína” pp. 241-242 * Discusión sobre la crisis de los opioides   **Jueves**  **Lección 19: “Consejos útiles”**   * Prueba 9: vocabulario pp. 245-246 y Notas culturales pp. 246-247 * Actividades pp. 243-244 * **Presentación y caso de estudio** “Síndrome de muerte súbita infantil: causas y prevención” | **Tarea para el martes**   * Contestar ejercicios A, B, pp. 235 * En Canvas: escribir la **reflexión 4** (lecciones 17-18)   **Tarea para el jueves**   * Estudiar para la prueba 9: vocabulario pp. 245-246 y Notas culturales pp. 246-247 |
| Semana 14  (abril 16-18) | **Martes**   * Actividades pp. 248-251 * **Discusión:** ¿Cuál es la edad apropiada para tener hijos?   **Jueves**  **Lección 20:** **“En el consultorio del cardiólogo”**   * Prueba 10: vocabulario pp. 255-256 y Notas culturales pp. 257 * Equipos médicos de cardiología y vascular * Actividades pp. 253-254 | **Tarea para el martes**   * Contestar ejercicios A (p. 248) y B (p. 249)   **Tarea para el jueves**   * Estudiar para la prueba 10: vocabulario pp. 255-256 y Notas culturales pp. 257 |
| Semana 15  (abril 23-25) | **Martes**   * Actividades pp. 257-261 * **Presentación y caso de estudio:** “Funcionamiento delsistema cardiovascular”   **Jueves**   * Lectura: “Síntomas de un ataque al corazón” pp. 263-265 * Video: “Los riesgos de los cigarrillos electrónicos” * Cuestionario sobre el video (cuenta para una calificación) | **Tarea para el martes**   * Contestar ejercicios A y B, p. 259-260   **Tarea para el jueves**   * Para el repaso del examen final, contestar p. 267 * En Canvas: escribir la **reflexión 5** (lecciones 19-20) |
| Semana 16  (mayo 30-2)  Mayo 3: Reading day (no hay clases) | **Martes**   * Repaso para el examen final   **Jueves 4 de mayo (último día de clase)**   * Examen final (lecciones 16-20): en clase | Tarea para el martes   * Estudiar para el examen final * Para el repaso del examen final, contestar p. 268, 269 |