



College of Liberal Arts and Social Sciences (CLASS)  
Department of Spanish  
SPAN 3550  
Spanish for the Medical Professions I  
Fall 2022

Instructor Contact:

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**Office Hours:** Tuesdays 12:30-1:30 or by appointment  
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Class Meetings:

T/ Th 11:00 am-12:20 pm  
Room: LANG 217

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 responded within 24 hours (except for weekends). Please, address me as Dr. Carpio-Manickam or professor Carpio-Manickam. 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](#)

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.

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 assisting Spanish-speaking patients and personnel in the United States.

## Course Content

This course covers lessons 1-10 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 family member, illness, jury duty, military service). Proper, original documentation must be provided.

## 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 Lebrede, Enhanced Second Edition. ISBN: 978-1-285-05218-2 (This is a workbook. Used copies or online versions will not be accepted. Only paper version, will be accepted)

## Recommended books

*Southwestern Medical Dictionary* by Margarita Artschwager Kay. 2<sup>nd</sup> Ed. and *Spanish for Health Care Professionals* by William C. Harvey. 2<sup>nd</sup> 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](#)

(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](mailto: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 Participation	25%
Homework: <ul style="list-style-type: none"><li>• Reflections (total 4)</li><li>• Vocabulary and grammar</li></ul>	20%
Quizzes (10 total)	15%
Midterm Exam (lessons 1-5)	15%
Final Exam (lessons 6-10)	15%
Oral Presentation	10%
Extra Credits: <ul style="list-style-type: none"><li>• Written personal reflection of the oral presentation (10 points)</li><li>• SPOT evaluation (5 points)</li></ul>	
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 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. Your careful preparation prior to attending class and your sustained participation will determine your success. 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, 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 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. Guidelines and evaluation rubric are available in Canvas.

### 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 1-5. Final exam will evaluate your knowledge in lessons 6-10 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 content of weekly lessons, beginning on the third week of class students will give a 4-5-minute PowerPoint presentation in Spanish on a topic related to the medical field in a specific Hispanic country or in the United States. 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 have the professor's approval. Students will do a thorough research on the topic and will create a case study for group analysis. During each presentation students will participate actively by writing an evaluation (peer review) of their classmate's presentation, asking questions, and giving comments. At the end of class students will turn in their evaluations (for a participation 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 an original documentation will be required. Guidelines and evaluation rubric are available in Canvas.

### Personal reflection about the presentation

**Earn 10 extra points:** students will have the opportunity to write in Canvas a 200-250-word in Spanish 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.

### 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

Excused absences are not accepted (either you are in the classroom or you are not). 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.

If you are experiencing any [symptoms of COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or [askSHWC@unt.edu](mailto:askSHWC@unt.edu)) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at [COVID@unt.edu](mailto:COVID@unt.edu) for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

### Late Work

Late work will be accepted only under extreme circumstances (e.g. death of a family member, personal illness, jury duty, military service). The student is responsible for providing the professor original documentation of the issue. 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 (e.g. death of a family member, personal illness, jury duty, military service). 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 the Instructor

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 should first talk directly with the respective instructor to resolve the issue.
2. If the issue is not resolved between the student and the instructor to the student's satisfaction, then she/he should email a written description of the issue to the Chair of the Department of Spanish, Dr. Samuel Manickam ([manickam@unt.edu](mailto:manickam@unt.edu)). Dr. Manickam will also solicit a written statement from the respective instructor. If the student wish to talk with Dr. Manickam, about the issue, she/he needs to make an appointment by contacting Ms. Nancy Bouchard, [Nancy.Bouchard@unt.edu](mailto:Nancy.Bouchard@unt.edu)).
3. Dr. Manickam 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. 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, iPads, and laptops **are not allowed** in the classroom unless directed by the instructor. Turn off your cell phones before entering the classroom. The usage of electronic translators for home assignments is prohibited and it is considered a form of academic misconduct.

#### Syllabus Change Policy

Changes 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](mailto: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](mailto: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.

Course Assignments Schedule next page

Course Assignments Schedule Fall 2022  
SPAN 3550  
Medical Spanish I

Fecha	Actividades en clase	Tarea (antes de clase)
<b>Semana 1</b>	<p><b>Martes 29 de agosto</b></p> <ul style="list-style-type: none"> <li>Introducción al curso (Traer una copia de este Syllabus)</li> <li>¡Vamos a conocernos!</li> </ul> <p><b>Jueves 1 de septiembre</b></p> <ul style="list-style-type: none"> <li>Lección Preliminar I y II “Conversaciones breves” pp. 1-10</li> <li>El cuerpo humano pp. xix-xxiii</li> <li>Hablar sobre las presentaciones orales (empiezan semana 3)</li> </ul>	
<b>Semana 2</b>	<p>Lección 1 “En el consultorio”</p> <p><b>Martes 6 de septiembre</b></p> <ul style="list-style-type: none"> <li>La importancia de los cognados</li> <li>Actividades p. 11-16</li> <li>Nota cultural: los apellidos en los países hispanos p. 16</li> </ul> <p><b>Jueves 8 de septiembre</b></p> <ul style="list-style-type: none"> <li><b>Prueba 1</b> (vocabulario en contexto) pp. 14-15</li> <li>Actividades pp. 17-22</li> <li>PowerPoint “La importancia del aspecto cultural en la profesión médica”</li> <li>Cuestionario y discusión sobre el PowerPoint</li> </ul>	<p><b>Tarea para el martes 6 de septiembre (antes de clase):</b></p> <ul style="list-style-type: none"> <li>Hacer la tarea en Canvas (vocabulario) (due 11:00 am)</li> </ul> <p><b>Tarea para el jueves 8:</b></p> <ul style="list-style-type: none"> <li>Estudiar para la prueba 1</li> <li>Hacer en el libro ejercicios A-C pp. 17-19.</li> </ul> <p><b>Para las presentaciones:</b> Ver la lista de temas, rúbrica de evaluación e instrucciones en Canvas. En el Calendario en Canvas, reserva tu tema para la presentación (first-come-first-serve).</p>
<b>Semana 3</b>	<p>Lección 2 “En el hospital”</p> <p><b>Martes 13 de septiembre</b></p> <ul style="list-style-type: none"> <li><b>Presentación 1</b> “Los hospitales públicos en México (IMSS)”</li> <li>Case study 1</li> <li>Actividades pp. 23-28</li> </ul> <p><b>Jueves 15 de septiembre</b></p> <ul style="list-style-type: none"> <li><b>Prueba 2</b> (vocabulario en contexto) pp. 25-26</li> <li><b>Presentación 2:</b> “La medicina tradicional en México”</li> <li>Caso de estudio 2</li> <li>Actividades pp. 29-31</li> </ul>	<p><b>Tarea para el martes 13 (antes de clase):</b></p> <ul style="list-style-type: none"> <li>Hacer la tarea en Canvas (vocabulario) (due 11:00 am)</li> </ul> <p><b>Tarea para el jueves 15:</b></p> <ul style="list-style-type: none"> <li>Estudiar para la prueba 2</li> <li>Hacer en el libro ejercicios A, B pp. 28-29.</li> </ul>

<b>Semana 4</b>	<p>Lección 3 “En el consultorio del pediatra, Parte I”</p> <p><b>Martes 20 de septiembre</b></p> <ul style="list-style-type: none"> <li>• <b>Presentación 3</b> “La importancia de las farmacias en Latino América”</li> <li>• Caso de estudio 3</li> <li>• Actividades pp. 33-37</li> </ul> <p><b>Jueves 22 de septiembre</b></p> <ul style="list-style-type: none"> <li>• <b>Prueba 3</b> (vocabulario en contexto) pp. 35, 36</li> <li>• <b>Presentación 4:</b> “Incidencias de embarazo entre jóvenes adolescentes en Latinoamérica”</li> <li>• Caso de estudio 4</li> <li>• Actividades 38-41</li> <li>• Lectura 1: “El asma” pp. 43-44</li> </ul>	<p><b>Tarea para el martes 20 (antes de clase):</b></p> <ul style="list-style-type: none"> <li>• Hacer la tarea en Canvas (vocabulario) (due 11:00 am)</li> </ul> <p><b>Tarea para el jueves 22:</b></p> <ul style="list-style-type: none"> <li>• Estudiar para la prueba 3</li> <li>• Hacer en el libro ejercicios A, B pp. 38-39.</li> <li>• Escribir la <b>reflexión 1</b> en Canvas</li> </ul>
<b>Semana 5</b>	<p>Lección 4 “Con el ginecólogo”</p> <p><b>Martes 27 de septiembre</b></p> <ul style="list-style-type: none"> <li>• <b>Presentación 5</b> “Leyes sobre el aborto en un país latinoamericano”</li> <li>• Caso de estudio 5</li> <li>• Actividades pp. 45-49</li> </ul> <p><b>Jueves 29 de septiembre</b></p> <ul style="list-style-type: none"> <li>• <b>Prueba 4</b> (vocabulario en contexto) pp. 46-47</li> <li>• <b>Presentación 6</b> “El efecto de la prohibición del aborto en las mujeres hispanas de bajos recursos económicos en EU”</li> <li>• Caso de estudio 6</li> <li>• Actividades p. 49-50</li> </ul>	<p><b>Tarea para el martes 27 (antes de clase):</b></p> <ul style="list-style-type: none"> <li>• Hacer la tarea en Canvas (vocabulario)</li> </ul> <p><b>Tarea para el jueves 29:</b></p> <ul style="list-style-type: none"> <li>• Estudiar para la prueba 4</li> <li>• Hacer en el libro ejercicios A, B pp. 50.</li> </ul>
<b>Semana 6</b>	<p>Continuación lección 4</p> <p><b>Martes 4 de octubre</b></p> <ul style="list-style-type: none"> <li>• PowerPoint “La mujer latinoamericana y la sexualidad”</li> <li>• Cuestionario y discusión sobre el PowerPoint</li> </ul> <p><b>Jueves 6 de octubre</b></p> <ul style="list-style-type: none"> <li>• <b>Presentación 7</b> “Riesgo de muerte relacionado con el embarazo”</li> <li>• Caso de estudio 7</li> <li>• Actividades p. 51-53</li> </ul>	<p>No hay tarea esta semana. Empezar a repasar para el examen de medio semestre.</p>
<b>Semana 7</b>	<p>Lección 5 “En el consultorio del pediatra, Parte II”</p> <p><b>Martes 11 de octubre</b></p>	<p><b>Tarea para el martes 11 (antes de clase):</b></p> <ul style="list-style-type: none"> <li>• Hacer la tarea en Canvas (vocabulario)</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Presentación 8</b> “Remedios caseros para detener la fiebre en los niños: implicaciones culturales”</li> <li>• Caso de estudio 8</li> <li>• Actividades pp. 55-60</li> </ul> <p><b>Jueves 13 de octubre</b></p> <ul style="list-style-type: none"> <li>• <b>Prueba 5</b> (vocabulario en contexto) pp. 57-58</li> <li>• Actividades p. 62</li> <li>• Repaso para el examen de Medio Semestre (lecciones 1-5, pp. 67-72)</li> </ul>	<ul style="list-style-type: none"> <li>• Estudiar para el examen</li> </ul> <p><b>Tarea para el jueves 13:</b></p> <ul style="list-style-type: none"> <li>• Estudiar para la prueba 5</li> <li>• Escribir la <b>reflexión 2</b> en Canvas</li> <li>• Contestar en el libro pp. 67-72</li> <li>• Estudiar para el examen de medio semestre</li> </ul>
<b>Semana 8</b>	<p><b>Martes 18 de octubre</b> <b>Examen de medio semestre (we will meet at the Language Lab, first floor)</b></p> <p><b>Jueves 20 de octubre</b></p> <ul style="list-style-type: none"> <li>• No hay clase. Trabajar en casa en las tareas asignadas en Canvas</li> </ul>	<p><b>Tarea para el martes 18 (antes de clase):</b></p> <ul style="list-style-type: none"> <li>• Estudiar para el examen</li> </ul> <p><b>Tarea para el jueves 20:</b></p> <ul style="list-style-type: none"> <li>• Hacer la tarea asignada en Canvas</li> </ul>
<b>Semana 9</b>	<p>Lección 6 “Con la dietista”</p> <p><b>Martes 25 de octubre</b></p> <ul style="list-style-type: none"> <li>• <b>Presentación 9</b> “La obesidad entre los hispanos”</li> <li>• Caso de estudio 9</li> <li>• Actividades pp. 73-78</li> </ul> <p><b>Jueves 27 de octubre</b></p> <ul style="list-style-type: none"> <li>• <b>Prueba 6</b> (vocabulario en contexto) pp. 74-77</li> <li>• <b>Presentación 10</b> “La diabetes entre la población hispana en los Estados Unidos”</li> <li>• Caso de estudio 10</li> <li>• Actividades pp. 80-82</li> <li>• Lectura 2: “La dieta para diabéticos” pp. 83-84</li> </ul>	<p><b>Tarea para el martes 25:</b></p> <ul style="list-style-type: none"> <li>• Hacer la tarea en Canvas (vocabulario)</li> </ul> <p><b>Tarea para el jueves 27:</b></p> <ul style="list-style-type: none"> <li>• Estudiar para la prueba 6</li> <li>• Hacer en el libro ejercicios A, B pp. 79-80.</li> </ul>
<b>Semana 10</b>	<p>Lección 7 “En el centro de planificación familiar”</p> <p><b>Martes 1 de noviembre</b></p> <ul style="list-style-type: none"> <li>• <b>Presentación 11</b> “La influencia del catolicismo en la perspectiva del uso de anticonceptivos entre los hispanos”</li> <li>• Caso de estudio 11</li> <li>• Actividades pp. 85-90</li> <li>• Lectura 3: “¿Qué es la planificación familiar? Pp. 117-119</li> </ul> <p><b>Jueves 3 de noviembre</b></p> <ul style="list-style-type: none"> <li>• <b>Prueba 7</b> (vocabulario en contexto) pp. 87-88</li> </ul>	<p><b>Tarea para el martes 1:</b></p> <ul style="list-style-type: none"> <li>• Hacer la tarea en Canvas (vocabulario)</li> </ul> <p><b>Tarea para el jueves 3:</b></p> <ul style="list-style-type: none"> <li>• Estudiar para la prueba 7</li> <li>• Hacer en el libro ejercicios A, B pp. 90-91.</li> <li>• Escribir la <b>reflexión 3</b> en Canvas</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Presentación 12</b> “El machismo y la vasectomía entre los hispanos”</li> <li>• Caso de estudio 12</li> <li>• Actividades pp. 91, 92</li> </ul>	
<b>Semana 11</b>	<p>Lección 8 “Un examen físico”</p> <p><b>Martes 8 de noviembre</b></p> <ul style="list-style-type: none"> <li>• <b>Presentación 13</b> “Los beneficios del examen físico”</li> <li>• Caso de estudio 13</li> <li>• Actividades pp. 95-100</li> </ul> <p><b>Jueves 10 de noviembre</b></p> <ul style="list-style-type: none"> <li>• <b>Prueba 8</b> (vocabulario en contexto) pp. 97-98</li> <li>• <b>Presentación 14</b> “El sistema de salud en Puerto Rico”</li> <li>• Caso de estudio 14</li> <li>• Actividades pp. 101-103</li> </ul>	<p><b>Tarea para el martes 8:</b></p> <ul style="list-style-type: none"> <li>• Hacer la tarea en Canvas (vocabulario)</li> </ul> <p><b>Tarea para el jueves 10:</b></p> <ul style="list-style-type: none"> <li>• Estudiar para la prueba 8</li> <li>• Hacer en el libro ejercicios A, B p. 100.</li> </ul>
<b>Semana 12</b>	<p>Lección 9 “Con el dentista”</p> <p><b>Martes 15 de noviembre</b></p> <ul style="list-style-type: none"> <li>• <b>Presentación 15</b> “La importancia del cuidado preventivo de los dientes”</li> <li>• Caso de estudio 15</li> <li>• Actividades pp. 105-110</li> </ul> <p><b>Jueves 17 de noviembre</b></p> <ul style="list-style-type: none"> <li>• <b>Prueba 9</b> (vocabulario en contexto) pp. 107-108</li> <li>• <b>Presentación 16</b> “El costo de las visitas al dentista en México”</li> <li>• Caso de estudio 16</li> <li>• Actividades pp. 112-114</li> </ul>	<p><b>Tarea para el martes 15:</b></p> <ul style="list-style-type: none"> <li>• Hacer la tarea en Canvas (vocabulario)</li> </ul> <p><b>Tarea para el jueves 17:</b></p> <ul style="list-style-type: none"> <li>• Estudiar para la prueba 9</li> <li>• Hacer en el libro ejercicios A, B pp. 111-112</li> </ul>
<b>Semana 13</b>	<p>Continuación lección 9</p> <p><b>Martes 22 de noviembre</b></p> <ul style="list-style-type: none"> <li>• <b>Presentación 17</b> “Los daños del biberón en los dientes de los niños”</li> <li>• Caso de estudio 17</li> <li>• Actividades pp. 115-116</li> </ul> <p><b>Noviembre 23 – 16 Thanksgiving Break</b></p>	No hay tarea esta semana
<b>Semana 14</b>	<p>Lección 10 “En la sala de emergencia”</p> <p><b>Martes 29 de noviembre</b></p> <ul style="list-style-type: none"> <li>• <b>Presentación 18</b> “Los centros de emergencia en los países hispanos”</li> </ul>	<p><b>Tarea para el martes 29:</b></p> <ul style="list-style-type: none"> <li>• Hacer la tarea en Canvas (vocabulario)</li> </ul>

	<ul style="list-style-type: none"> <li>• Caso de estudio 18</li> <li>• Actividades pp. 121-127</li> </ul> <p><b>Jueves 1 de diciembre</b></p> <ul style="list-style-type: none"> <li>• <b>Prueba 10</b> (vocabulario en contexto) pp. 123-125</li> <li>• <b>Presentación 19</b> “Emergencias más comunes en las salas de emergencias de los Estados Unidos”</li> <li>• Caso de estudio 19</li> <li>• Actividades pp. 128-129</li> </ul>	<p><b>Tarea para el jueves 1:</b></p> <ul style="list-style-type: none"> <li>• Estudiar para la prueba 10</li> <li>• Hacer en el libro ejercicios A, B pp. 127-128</li> </ul> <p><b>Atención:</b> la reflexión 4 se vence el jueves 8 de diciembre</p>
<b>Semana 15</b>	<p>Continuación lección 10</p> <p><b>Martes 6 de diciembre</b></p> <ul style="list-style-type: none"> <li>• <b>Presentación 20</b> “Empleo como traductor o interprete en los hospitales, clínicas o salas de emergencia en Texas.”</li> <li>• Caso de estudio 20</li> <li>• Repaso para el examen final (lecciones 6-10, pp. 133, 135, 138)</li> </ul> <p><b>Jueves 8 de diciembre (último día de clase)</b></p> <p><b>Examen final ((we will meet at the Language Lab, first floor)</b></p>	<p><b>Tarea para el martes 6:</b></p> <ul style="list-style-type: none"> <li>• Contestar en el libro pp. 133-135, 138</li> <li>• Estudiar para el examen final</li> </ul> <p><b>Para el jueves 8:</b></p> <ul style="list-style-type: none"> <li>• Escribir la <b>reflexión 4</b> en Canvas</li> </ul>