



College of Liberal Arts and Social Sciences (CLASS)  
Department of World Languages, Literature, and Culture  
SPAN 3560  
Spanish for the Medical Professions II  
Spring 2026

### Instructor Contact Information

**Name:** Dr. María Carpio-Manickam (she/her/hers)  
**Office Hours:** Tuesdays 1:00-2:00 pm or by appointment  
**Office Location:** LANG 401-H  
**Email:** [maria.carpio@unt.edu](mailto:maria.carpio@unt.edu)

### Class Meetings

T/ Th 11:00 am-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

For any personal concerns or questions, email me (use only your UNT email account) or visit me during my office hours. I aim to return your graded work to you within one week of the due date. When this is not possible, I will send an announcement to the class.

**Cell phones and other electronic devices are prohibited in the classroom during class unless instructed to do so by the professor. Please, keep your cell phones in your backpack. Laptops must be closed if not in use for classroom purposes (such as taking notes or completing assignments).**

**Bathroom:** Please, use the bathroom before class starts to avoid getting up in the middle of class. I understand that there may be illnesses or situations in which students need to use the bathroom frequently. If that's the case, talk to me on the first day of class.

### How to Address Your Professor

Please, address me as Doctora or profesora Carpio-Manickam and use the "Usted" form.

## 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.

## Course Pre-requisites

It is not necessary to take the course that covers the first 10 chapters of the book. 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 part of the process of acquiring a second language. No one will judge you. 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 **without Mindtap**. (Paper and electronic versions are accepted. However, since this is a workbook, used paper copies will not be accepted).

Please buy the blue book, not the yellow one.

[Link to purchase the electronic book at UNT bookstore.](#)

## 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
- Acquire specialized vocabulary essential for effective communication between healthcare professionals and their Spanish-speaking patients.
- Participate in realistic situations, grammar exercises, dialogue completions, and situations role-play.
- Analyze cases related to health in the Hispanic community and provide possible solutions to the problems.

## Course Technology & Skills

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

- Computer
- Reliable internet access
- Speakers
- Microphone
- Webcam
- 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 manner in which students are expected to interact with one another and with their professor. 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 individuals’ 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.
- Refer to the [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 and 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 interacting 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 <ul style="list-style-type: none"> <li>• Reflections (total 5)</li> <li>• Vocabulary and grammar exercises</li> </ul>	20%
Quizzes (10 total)	15%
Midterm Exam (lessons 11-15)	15%
Final Exam (lessons 16-20)	15%
Oral Presentation and Peer Evaluation.	10%
Extra Credits (10 total) <ul style="list-style-type: none"> <li>• Written personal reflection of the oral presentation (5 points)</li> </ul>	
<b>Total</b>	<b>100%</b>

## 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 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 involves asking or answering questions in class, providing comments in class and in groups, engaging in group discussions, and submitting your peer review of students' presentations. To improve your level of participation and maximize the use of class time, students are expected to bring the textbook to class, and to prepare thoroughly with homework and the assigned readings 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, please note that attendance without actively participating does not guarantee a good participation grade.

### Participation points for each day of class will be earned as follows:

1. Coming prepared to class with the assigned readings and bringing the textbook to class (2 points)
2. Active participation in group discussions and class comments (1 point)
3. Taking notes in class during lectures (1 point)

Participation points will be posted biweekly in the Canvas grade book.

### Video Assignments in Class

There will be several video assignments in class to expand the students' knowledge in diverse medical areas of specialization. A questionnaire and a small group discussion will follow each video. The grade for video assignments counts as class participation. Therefore, these assignments cannot be done outside of class if the student is absent.

### Homework

As preparation for class, weekly homework will be assigned for each lesson in the textbook and/or on Canvas. Homework will be based on vocabulary, grammar, and reflections. Homework in the textbook will be checked by the instructor at the beginning of class.

### Reflections

Every two lessons, students will write a well-organized 250-300-word essay in Spanish as a reflection on the new knowledge they have acquired and how they can apply it to grow as professionals in the medical field. The purpose of this assignment is to practice the writing skills in the target language. Therefore, the use of Artificial Intelligence (AI) or other forms of electronic writing help is prohibited. The guide and

grading rubric are available in Canvas.

## Quizzes

For each lesson of the textbook, there will be a quiz to evaluate your knowledge of medical vocabulary as well as your response to specific situations and cases related to the medical field. Some quizzes will include information learned during presentations.

## Midterm Exam and Final Exam

The midterm exam will evaluate your knowledge of 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 assess your knowledge of lessons 16-20. The exam will be administered on the last day of class. Both exams will be taken in Canvas. 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 of each lesson, beginning in the **fourth week** of class, students will give a 4-5-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. In 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-served 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 conduct thorough research on the topic and will create a case study for group analysis (in the second week of class, we will analyze a case study created by your professor as an example). Prior to the presentation, the student presenting will email the professor the case study to receive advice. During presentations, classmates will participate actively by writing an evaluation, asking questions, and providing 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 the evaluation rubric are available in Canvas.

## Oral Presentation -Self-Evaluation

**Earn 5 extra points:** Students will have the opportunity to write a 200-250-word self-evaluation about their presentation. The evaluation will be conducted in Spanish as a reflection on the research process, the new knowledge acquired, and the strongest and weakest areas identified during the presentation. To earn the extra points, the self-evaluation must be submitted before or by 11:59 p.m. on Friday of the week of the presentation. Writing the evaluation after the deadline will not be accepted.

## SPOT Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT, allowing students to provide constructive feedback confidentially to their instructor and department, thereby improving the quality of their student experience in the course.

## Course Policies

### Attendance

Students are expected to attend class meetings regularly and adhere to the attendance policy established for the course. Please note that participation points cannot be earned if a student is absent. 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 due to illness, in consideration 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 with 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 with 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 discuss the issue directly with the instructor.
2. If the issue is not resolved to the student's satisfaction, they should email a written description of the issue to the Chair of the department, Dr. Christoph Webber ([Christoph.weber@unt.edu](mailto:Christoph.weber@unt.edu)). Dr. Weber will also solicit a written statement from the respective instructor.
3. Dr. Weber may meet individually with the student and instructor to resolve the issue.
4. If the student is not satisfied with the resolution, she/he can contact the Executive Dean of the College of Liberal Arts & Social Sciences to discuss this issue.

### Grade Appeal Policy

Students should try to resolve the grievance with the instructor. If that does not work, the student can initiate a grade appeal with the instructor based on one of these three grounds:

- 1) Grade was based on unfair treatment.
- 2) Instructor departed from the standards set out in the course syllabus without a rational academic reason, or
- 3) An error occurred in calculating the grade, including the failure to factor in an assignment, project, quiz, or examination.

Note: If the student is alleging discrimination, they must report this belief to the Office of Equal Opportunity.

## Academic Integrity

The UNT Department of World Languages, Literature, and Cultures 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 the course instructor's consent. 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 about what constitutes any form of scholastic dishonesty, they should consult the course instructor before submitting their work. Cheating, plagiarism, and other forms of academic misconduct, as 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 the use of e-mail

Please use your official UNT Eagle Connect for all communication. This means that your instructor will only respond to emails sent by their students from a UNT Eagle Connect address. Likewise, your instructor will only send email 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. The instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct has violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classrooms, 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 instructed to do so 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 Policy

Changes to the Syllabus and assignment due dates will be made 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 forms of academic misconduct, as 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 accommodations 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, initiating a private discussion regarding the student'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.

Assignments Schedule next page

## Assignments Schedule Spring 2026

Fecha	Lecciones y actividades en clase	Tarea (vence antes de clase)
Enero 12-16	<p><b>Martes 13</b></p> <ul style="list-style-type: none"> <li>• Introducción del curso</li> <li>• Presentaciones a la clase</li> </ul> <p><b>Jueves 15</b></p> <ul style="list-style-type: none"> <li>• <b>Lección:</b> reglas de acentuación en español</li> <li>• Práctica con las tildes</li> </ul>	<p><b>Antes de la clase el martes</b></p> <ul style="list-style-type: none"> <li>• Imprimir y leer el sílabo</li> </ul>
Enero 19-23	<p><b>Lección 11: “Nace un bebé”</b></p> <p><b>Martes 20</b></p> <ul style="list-style-type: none"> <li>• Actividades en clase: p. 139-144</li> <li>• Discusión en grupo: análisis de caso de estudio</li> </ul> <p><b>Jueves 22</b></p> <ul style="list-style-type: none"> <li>• Actividades en clase: p. 145-149</li> <li>• Hablar sobre las presentaciones orales y la reflexión personal para ganar puntos extra</li> <li>• <b>Prueba 1</b></li> </ul>	<p><b>Tarea para el martes</b></p> <ul style="list-style-type: none"> <li>• <b>En Canvas, módulo “Lección 11” :</b></li> <li>• Para la prueba 1 (quiz): instalar en su laptop la aplicación LockDown Browser. Link disponible en el módulo</li> <li>• Hacer la tarea de las tildes</li> <li>• Estudiar el vocabulario, lección 11</li> <li>• Hacer la tarea en Canvas (situación L11)</li> </ul> <p><b>Tarea para el jueves</b></p> <ul style="list-style-type: none"> <li>• Estudiar para la prueba 1: Vocabulario p. 141-142 y las reglas de las tildes.</li> <li>• <b>Traer su laptop a clase</b></li> <li>• En Canvas: ve al módulo “Presentaciones orales” y lee la guía e instrucciones para las presentaciones y los temas. Escoge un tema para tu presentación y reserva tu lugar en el calendario.</li> </ul>
Enero 26-30	<p><b>Lección 12: “En el centro médico”</b></p> <p><b>Martes 27</b></p> <ul style="list-style-type: none"> <li>• Actividades en clase: p. 151-156</li> </ul> <p><b>Jueves 29</b></p> <ul style="list-style-type: none"> <li>• Actividades pp. 158-159</li> <li>• Lectura: “El cáncer” p. 163-164</li> <li>• <b>Prueba 2</b></li> </ul>	<p><b>Tarea para el martes</b></p> <ul style="list-style-type: none"> <li>• Estudiar el vocabulario, lección 12</li> <li>• Hacer la tarea en Canvas (situación L12)</li> <li>• Contestar ejercicios A y B páginas. 157-58 (5 puntos de calificación)</li> </ul> <p><b>Tarea para el jueves</b></p> <ul style="list-style-type: none"> <li>• Estudiar para la prueba 2: vocabulario p. xxi, pp. 153-154</li> <li>• <b>Traer su laptop a clase</b></li> </ul>

Feb. 2-6	<p><b>Lección 13: “En el hospital”</b></p> <p><b>Martes 3</b></p> <ul style="list-style-type: none"> <li>• Actividades en clase: pp. 165-168</li> <li>• <b>Presentación y caso de estudio 1:</b> Los hospitales públicos en Latinoamérica vs los Estados Unidos</li> </ul> <p><b>Jueves 5</b></p> <ul style="list-style-type: none"> <li>• Actividades pp. 170-172</li> <li>• <b>Presentación y caso de estudio 2:</b> “El empleo de intérprete o traductor médico en Texas”</li> <li>• <b>Prueba 3:</b> vocabulario pp. 167, 168 y Notas culturales</li> </ul>	<p><b>Tarea para el martes</b></p> <ul style="list-style-type: none"> <li>• En Canvas: escribir la <b>reflexión 1 (lecciones 11-12)</b></li> <li>• Estudiar el vocabulario, lección 13</li> <li>• Hacer la tarea en Canvas (situación L13)</li> </ul> <p><b>Tarea para el jueves</b></p> <ul style="list-style-type: none"> <li>• Contestar ejercicios A y B pp. 170-171 (5 puntos de calificación)</li> <li>• Estudiar para la prueba 3: vocabulario pp. 167, 168</li> </ul>
Feb. 9-13	<p><b>Lección 14: “En el laboratorio y en la sala de rayos X”</b></p> <p><b>Martes 10</b></p> <ul style="list-style-type: none"> <li>• Actividades en clase: pp. 177-181</li> <li>• <b>Presentación y caso de estudio 3:</b> “La importancia de la colonoscopia”</li> </ul> <p><b>Jueves 12</b></p> <ul style="list-style-type: none"> <li>• Actividades en clase: pp. 182-186</li> <li>• <b>Presentación y caso de estudio 4:</b> Los riesgos vs. los beneficios de las transfusiones de sangre”</li> <li>• <b>Prueba 4</b></li> </ul>	<p><b>Tarea para el martes</b></p> <ul style="list-style-type: none"> <li>• Estudiar el vocabulario, lección 14</li> <li>• Hacer la tarea en Canvas (situación L14)</li> </ul> <p><b>Tarea para el jueves</b></p> <ul style="list-style-type: none"> <li>• Contestar ejercicios A y B pp. 182-183 (5 puntos de calificación)</li> <li>• Estudiar para la prueba 4: vocabulario pp. 179-180</li> </ul>
Feb. 16-20	<p><b>Lección 15: “Enfermedades de transmisión sexual”</b></p> <p><b>Martes 17</b></p> <ul style="list-style-type: none"> <li>• Lección: “Las enfermedades sexuales más comunes en USA”</li> <li>• Actividades en clase: pp. 187-191</li> <li>• <b>Presentación y caso de estudio 5:</b> “El sistema reproductivo femenino y masculino”</li> </ul> <p><b>Jueves 19</b></p> <ul style="list-style-type: none"> <li>• Actividades: p. 195-197</li> <li>• Lectura: p. 199-200</li> <li>• <b>Presentación y caso de estudio 6:</b> “Síntomas y efectos de la sífilis”</li> <li>• <b>Prueba 5</b></li> </ul>	<p><b>Tarea para el martes</b></p> <ul style="list-style-type: none"> <li>• En Canvas: escribir la <b>reflexión 2 (lecciones 13-14)</b></li> <li>• Estudiar el vocabulario, lección 15</li> <li>• Hacer la tarea en Canvas (situación L15)</li> </ul> <p><b>Tarea para el jueves</b></p> <ul style="list-style-type: none"> <li>• Estudiar para la prueba 5: vocabulario pp. 189-190</li> </ul>

Feb. 23-27	<p><b>Martes 24</b></p> <ul style="list-style-type: none"> <li>• Actividades: pp 194-195</li> <li>• Video: “Los países con más infecciones de transmisión sexual”</li> <li>• Cuestionario sobre el video (10 puntos de calificación)</li> <li>• <b>Presentación y caso de estudio 7:</b> “Síntomas y efectos de la gonorrea”</li> </ul> <p><b>Jueves 26</b></p> <ul style="list-style-type: none"> <li>• <b>Presentación y caso de estudio 8:</b> “El síndrome de inmunodeficiencia adquirida (SIDA)”</li> <li>• Repaso para el examen de medio semestre</li> </ul>	<p><b>Tarea para el martes</b></p> <ul style="list-style-type: none"> <li>• Contestar ejercicios A y B páginas 193-194 (5 puntos de calificación)</li> <li>• Estudiar para el examen de medio semestre</li> </ul> <p><b>Tarea para el jueves</b></p> <ul style="list-style-type: none"> <li>• Estudiar para el examen de medio semestre</li> <li>• Hacer ejercicios pp. 201-203 (para el repaso del examen, 10 puntos de calificación)</li> </ul>
Marzo 2-6	<p><b>Martes 3</b></p> <p><b>EXAMEN DE MEDIO SEMESTRE (Lecciones 11-15)</b></p> <p><b>Lección 16: “Problemas de la hipertensión”</b></p> <p><b>Jueves 5</b></p> <ul style="list-style-type: none"> <li>• Actividades en clase: p. 207-210</li> <li>• <b>Presentación y caso de estudio 9:</b> “El sistema circulatorio y sus funciones”</li> </ul>	<p><b>Tarea para el martes</b></p> <ul style="list-style-type: none"> <li>• Estudiar para el examen de medio semestre</li> </ul> <p><b>Tarea para el jueves</b></p> <ul style="list-style-type: none"> <li>• Estudiar el vocabulario, lección 16</li> <li>• Hacer la tarea en Canvas (situación L16)</li> </ul>
Marzo 9-13	<b>SPRING BREAK</b>	
Marzo 16-20	<p><b>Martes 17</b></p> <ul style="list-style-type: none"> <li>• Actividades en clase: p. 211, 213</li> <li>• <b>Presentación y caso de estudio 10:</b> “Síntomas y efectos de la hipertensión”</li> </ul> <p><b>Jueves 19</b></p> <ul style="list-style-type: none"> <li>• Actividades en clase: p. 212-216</li> <li>• Video: “Riesgos de las bebidas energéticas”</li> <li>• Cuestionario sobre el video (10 puntos de calificación)</li> <li>• <b>Presentación y caso de estudio 11:</b> “El sistema gastrointestinal y sus funciones”</li> <li>• <b>Prueba 6</b></li> </ul>	<p><b>No hay tarea para el martes 😊</b></p> <p><b>Tarea para el jueves</b></p> <ul style="list-style-type: none"> <li>• Contestar ejercicios A y B página 212 (8 puntos de calificación)</li> <li>• Estudiar para la prueba 6: vocabulario pp. 209-210</li> </ul>

<p>Marzo 23-27</p>	<p><b>Lección 17: “En el consultorio del Dr. Gómez, clínico”</b></p> <p><b>Martes 24</b></p> <ul style="list-style-type: none"> <li>• Actividades en clase: p. 217-221</li> <li>• <b>Presentación y caso de estudio 12:</b> “Causas de los problemas gastrointestinales en los hispanos”</li> </ul> <p><b>Jueves 26</b></p> <ul style="list-style-type: none"> <li>• Actividades en clase: p. 222-225</li> <li>• Video: “El picante en México”</li> <li>• Cuestionario sobre el video (6 puntos de calificación)</li> </ul>	<p><b>Tarea para el martes</b></p> <ul style="list-style-type: none"> <li>• En Canvas: escribir la <b>reflexión 3</b> (lecciones 15-16)</li> <li>• Estudiar el vocabulario, lección 17</li> <li>• Hacer la tarea en Canvas (situación L17)</li> </ul> <p><b>Tarea para el jueves</b></p> <ul style="list-style-type: none"> <li>• Contestar ejercicios A, B, C páginas 222-223 (8 puntos de calificación)</li> </ul>
<p>Marzo 30 - abril 3</p>	<p><b>Martes 31</b></p> <ul style="list-style-type: none"> <li>• La medicina tradicional y los remedios caseros</li> <li>• <b>Presentación y caso de estudio 13:</b> “El mal de ojo y el empacho”</li> <li>• <b>Prueba 7</b></li> </ul> <p><b>Lección 18: “En el centro de rehabilitación por uso de sustancias”</b></p> <p><b>Jueves 2</b></p> <ul style="list-style-type: none"> <li>• Actividades pp. 229-233</li> <li>• <b>Presentación y caso de estudio 14:</b> “El uso de drogas y el efecto en la salud”</li> </ul>	<p><b>Tarea para el martes</b></p> <ul style="list-style-type: none"> <li>• Estudiar para la prueba 7: vocabulario pp. 219-220 y los apuntes de las presentaciones</li> </ul> <p><b>Tarea para el jueves</b></p> <ul style="list-style-type: none"> <li>• Estudiar el vocabulario, lección 18</li> <li>• Hacer la tarea en Canvas (situación L18)</li> </ul>
<p>Abril 6-10</p>	<p><b>Martes 7</b></p> <ul style="list-style-type: none"> <li>• Actividades pp. 234-239</li> <li>• Lectura: “Información sobre la cocaína” pp. 241-242</li> <li>• <b>Presentación y caso de estudio 15:</b> “La epidemia del fentanilo”</li> <li>• <b>Prueba 8</b></li> </ul> <p><b>Lección 19: “Consejos útiles”</b></p> <p><b>Jueves 9</b></p> <ul style="list-style-type: none"> <li>• Actividades pp. 243-247</li> <li>• <b>Presentación y caso de estudio 16:</b> “Síndrome de muerte súbita infantil: causas y prevención”</li> </ul>	<p><b>Tarea para el martes</b></p> <ul style="list-style-type: none"> <li>• Contestar ejercicios A y B pag. 235</li> <li>• Estudiar para la prueba 8: vocabulario pp. 232-233</li> </ul> <p><b>Tarea para el jueves</b></p> <ul style="list-style-type: none"> <li>• En Canvas: escribir la <b>reflexión 4</b> (lecciones 17-18)</li> <li>• Estudiar el vocabulario, lección 19</li> <li>• Hacer la tarea en Canvas (situación L19)</li> </ul>
<p>Abril 13-17</p>	<p><b>Martes 14</b></p> <ul style="list-style-type: none"> <li>• Actividades pp. 248-251</li> </ul>	<p><b>Tarea para el martes</b></p> <ul style="list-style-type: none"> <li>• Contestar ejercicios A y B páginas 248-249 (5 puntos de calificación)</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Presentación y caso de estudio 17:</b> “La edad apropiada para tener hijos”</li> <li>• <b>Prueba 9</b></li> </ul> <p><b>Lección 20: “En el consultorio del cardiólogo”</b></p> <p><b>Jueves 16</b></p> <ul style="list-style-type: none"> <li>• <b>Presentación y caso de estudio 18:</b> “El funcionamiento del sistema cardiovascular”</li> <li>• Actividades pp. 253-254</li> </ul>	<ul style="list-style-type: none"> <li>• Estudiar para la prueba 9: vocabulario pp. 245-246</li> </ul> <p><b>Tarea para el jueves</b></p> <ul style="list-style-type: none"> <li>• Estudiar el vocabulario, lección 20</li> <li>• Hacer la tarea en Canvas (situación L20)</li> </ul>
Abril 20-24	<p><b>Martes 21</b></p> <ul style="list-style-type: none"> <li>• Actividades pp. 257-261</li> <li>• <b>Presentación y caso de estudio 19:</b> “Las enfermedades cardiovasculares”</li> <li>• <b>Prueba 10</b></li> </ul> <p><b>Jueves 23</b></p> <ul style="list-style-type: none"> <li>• Lectura: “Síntomas de un ataque al corazón” pp. 263-265</li> <li>• Video: “Los riesgos de los cigarrillos electrónicos”</li> <li>• Cuestionario sobre el video (10 puntos de calificación)</li> <li>• <b>Presentación y caso de estudio 20:</b> “La obesidad y la diabetes: efectos en el corazón”</li> </ul>	<p><b>Tarea para el martes</b></p> <ul style="list-style-type: none"> <li>• Contestar ejercicios A y B página 259 (5 puntos de calificación)</li> <li>• Estudiar para la prueba 10: vocabulario pp. 255-256</li> </ul> <p><b>Tarea para el jueves</b></p> <ul style="list-style-type: none"> <li>• Estudiar para el examen final</li> <li>• En Canvas: escribir la <b>reflexión 5</b> (lecciones 19-20)</li> </ul>
Abril 27- 30  <b>May 1</b> Reading Day (no classes)	<p><b>Martes 28</b></p> <ul style="list-style-type: none"> <li>• Repaso para el examen final</li> </ul> <p><b>Jueves 30</b></p> <ul style="list-style-type: none"> <li>• <b>EXAMEN FINAL</b> (Lecciones 16-20)</li> </ul>	<p><b>Tarea para el martes</b></p> <ul style="list-style-type: none"> <li>• Estudiar para el examen final</li> <li>• Para el repaso del examen final, contestar p. 267-269 (10 puntos de calificación)</li> </ul>

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