



THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

COLLEGE OF ARTS & SCIENCES

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Administrative Board of the College of Arts & Sciences  
Office of General Education  
CB # 3510  
300 Steele Building  
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Dear Colleagues:

### **SPANISH FOR THE PROFESSIONS MINOR**

The Study Abroad Office, in conjunction with the Department of Romance Languages and Literatures, writes to submit this proposal for a summer program in San Jose, Costa Rica. If approved, the program will start in the summer of 2013. This proposal was developed during the last year by Dr. Darcy Lear (Lecturer in ROML), Dr. Michelle Gravatt (Lecturer in ROML), Dr. Elizabeth Bruno (Lecturer in ROML) and Mr. Rodney Vargas (UNC-Chapel Hill, Office of Study Abroad). As part of this process, Dr. Gravatt and Mr. Vargas conducted a site visit to Costa Rica in June 2012 to make the initial logistical arrangements for this program.

### **Partner Institution: University of Costa Rica**

The University of Costa Rica (UCR) will be the main partner institution for this program. The UCR has a rich and accomplished history since it was established as University of Santo Tomas in 1843. Its vision aims to teach and find ways to benefit the Costa Rican peoples and the Central American Region through research and critical thinking. The University of Costa Rica provides a large graduate and undergraduate program, offering 438 academic programs, 225 undergraduate programs, 205 graduate and specialization programs, and 8 doctoral interdisciplinary programs. UCR is a leading national and international institution in the Latin American region and is one of the top ranked universities in Latin America.

UCR is well known for acting in three dimensions: academics, research and social outreach. Recently, UCR has added a new dimension: the globalization of knowledge. The University carries out joint activities with faculty members and researchers from many universities, agencies and international cooperation institutions around the world. The Office of International Affairs and External Cooperation (OAICE) at UCR has agreed to work with UNC-Chapel Hill in this Spanish for the Professions Minor study abroad program. OAICE will coordinate the logistics of the program and will serve as the link between the UNC-Chapel Hill program and the UCR community.

Additional information about the University of Costa Rica can be found at:

[www.ucr.ac.cr](http://www.ucr.ac.cr)

### **Rationale for the program**

The minor in Spanish for the Professions was established in the Department of Romance Languages in 2007 in response to student demand for more profession-specific content. In its five years of existence, the program has steadily grown—adding a diversity of courses and content to meet students’ needs for Spanish language and Hispanic-cultures knowledge specific to workplace environments. Every semester, 70 students start the minor. Exceedingly high demand for the medical Spanish track in the minor led the Summer School to offer the entire medical track of the minor for the first time in 2011, when 12 students enrolled. On the second summer that this program was offered the number increased to 16 students enrolled and it is anticipated that the numbers will continue to rise given the demand.

As students begin the minor program, many have reached a language-learning plateau, and an immersion experience would offer the potential for them to make significant progress that would not be possible in Chapel Hill. Access to the linguistic and cultural immersion that is provided by study abroad is an essential part of the experience for students minoring or majoring in a language. Unfortunately, students in this popular minor program face a double disincentive to study abroad: first because none of the core courses in the minor are offered through existing study abroad programs and second because students can only count one study abroad course to any four-course minor in the College of Arts & Sciences. The solution to both these problems lies in taking the existing minor program and its faculty abroad every summer starting in 2013, borrowing from the successful Summer School model: in 7.5 weeks, students will take 9 credit hours in Costa Rica with experienced UNC-Chapel Hill faculty.

Because most students in the minor program in Spanish for the Professions will use their language and cultures skills in the US, an American dialect of Spanish is ideal. Costa Rica offers a conducive and accommodating environment for our Spanish for the Professions students, without being overwhelmed with such quantities of American university students that it is hard to advance language skills.

The three core courses for the minor in Spanish for the Professions are all approved and listed in the Undergraduate Bulletin: Spanish Language and Culture for the Professions (SPAN 265), Spanish for the Medical Professions (SPAN 321) and Spanish for Professional and Community Engagement (SPAN 329). There is also potential interest from a cohort of Spanish for Business (SPAN 320) students.

The proposed Costa Rica program has been discussed with the Chair of the Department of Romance Languages, Dr. Larry King, and he fully supports the implementation of the proposed program. Dr. Michelle Gravatt and Dr. Elizabeth Bruno both have experience developing and teaching the minor courses, and experience of taking college students abroad (Dr. Bruno to Chile with students from UNC-Chapel Hill and Dr. Gravatt with business students from UNC-Chapel Hill to Costa Rica, as well as with high-school students on three trips to Mexico and one to Ecuador, in which the students earned college credit through Lesley University).

Dr. Gravatt and Dr. Bruno are interested in continuing their participation in the program in future years. Furthermore, at least four other faculty members, Dr. Darcy Lear, Dr. Victoria Martin, Dr. Hosun Kim, and Dr. Corina Duenas also have expressed interest in participating in the study abroad program in the future, contributing to its sustainability. All have experience teaching in the Spanish for the Professions minor, which shall be a desirable requirement for all future faculty of the program.

### **Program Structure and Content**

Each summer, two faculty members will share the responsibility of teaching the nine credit hours (one whole course each, one team-taught course) and serving as resident director of the program with the flexibility for each of them to be there for 4 weeks. For example, in the first year the program is offered, Dr. Gravatt will teach, in the first three weeks, the entire course offering of SPAN 265 (three hours a day, five days a week) and the first half of SPAN 329 (1.5 hours a day, five days a week). All assignments for SPAN 265 will be graded by Dr. Gravatt. All assignments done for SPAN 329 during the first three weeks (up to and including the midterm) shall be graded by Dr. Gravatt. She also will serve as the resident director during the first three weeks.

At the conclusion of the first three weeks, the students will be granted a one-week break. During this break, Dr. Bruno will join Dr. Gravatt, during which time a transition of responsibilities will occur. Dr. Gravatt will assist Dr. Bruno in assuming the role of resident director of the program, advising her of any issues or concerns, and she will transfer grade/class information regarding SPAN 329. Dr. Bruno will teach the complete course offering of SPAN 321 (three hours a day, five days a week) and do all grading related to that course. Dr. Bruno will teach the remainder of SPAN 329 (1.5 hours a day, 5 days a week) and grade all assignments and exams for that class during that period. At the end of the fourth week of the program, Dr. Gravatt's resident responsibilities will have concluded. As a creator of the program, she will remain available via phone or email for consultation with Study Abroad and Dr. Bruno regarding program questions.

Students will receive UNC graded credit for three courses, which carry a total of 9 graded-credits. Description of the content and grading structure and overall course requirements are indicated in the syllabi attached to this proposal.

Following is a brief description of the courses to be offered:

**SPAN 265: Spanish Language and Culture for the Professions** (Dr. Michelle Gravatt as instructor in summer 2013)

Just as during a regular semester at UNC-Chapel Hill, SPAN 265 is an all-skills course geared toward the language of the various professions and the cultural knowledge that would enhance a professional's work in an intercultural context. It covers common aspects of language and culture among the professions, functional vocabulary and situational practice. Students will read and write on topics appropriate to their professions of choice.

The course objectives include:

- 1] Review and expand on functions and notions of the Spanish language and to apply their usage within the context of professional fields.
- 2] Develop communicative competence within the professional context of the various regions of the Spanish-speaking world and within our own community.
- 3] Promote a better understanding of Hispanic culture, making connections with those living within the community now.
- 4] Foster critical thinking skills, such as problem-identification and solving, decision making, anticipation and planning, comparisons of cultural expectations, and achieving communication in a professional context.

**SPAN 321: Spanish for the Medical Professions** (Dr. Elizabeth Bruno as instructor in summer 2013)

Just as during a regular semester at UNC-Chapel Hill, SPAN 321 is designed to integrate further language study within a healthcare focus. All materials (textbook and DVD) integrate healthcare terminology, scenarios and cultural elements into one unified course. The traditional Spanish language and Hispanic cultures skills will be combined with practical professional skills and a unique perspective on cultural training. All these elements of the course will be tied together through in-class and out-of-class activities.

The course objectives include:

- 1] Learn basic medical terminology in Spanish
- 2] Improve cultural awareness and cultural fluency
- 3] Apply these skills in real-world community contexts through visits to community organizations
- 4] Improve fluency and practice conversation
- 5] Improve higher-order thinking skills and Spanish writing skills through a variety of assignments, including reading exercises, homework assignments, and in-class communicative, task-based activities.

**SPAN 329: Spanish for Professional and Community Engagement** (Dr. Michelle Gravatt and Dr. Elizabeth Bruno as co-instructors in summer 2013)

Just as during a regular semester at UNC-Chapel Hill, Spanish for Professional and Community Engagement is a seventh-semester capstone course that stresses the application of Spanish language & Hispanic cultures skills in professional and community contexts. Students will apply content from current and previous courses in the minor sequence to course assignments, professional documents, experiential learning activities and projects, and presentations.

Course objectives include:

- 1] Familiarize students with the necessary information and skills to be able to effectively communicate in Spanish in a culturally-appropriate manner in professional workplace contexts and in ways that benefit the community
- 2] Content that focuses on Latino cultures and the profession-specific work of our real-world organizations
- 3] Strategies to aid effective communication, including vocabulary building for specific professional situations, reflective thinking about cultural norms and review of specific grammar points
- 4] Analysis that contextualizes issues surrounding Spanish (the language) and Spanish-speakers within the broader scope of civic learning (understanding public policy, engaged citizenship, diversity, social responsibility, etc.). Please see **Appendix I** for the full program syllabi.

**Program Activities and Guest Lectures**

The program will take full advantage of his location in Costa Rica by attending course content not available in Chapel Hill as follows:

- 1) A guest lecture on the public health care system in Costa Rica and a visit to a clinic or hospital
- 2) A guest lecture on the impact of illegal immigration on the Costa Rican health care system. (This results in further student investigation and class discussions regarding comparisons and contrasts with the US system)
- 3) A guest lecture on preventive care measures/challenges/needs in Costa Rica and a corresponding opportunity for students to engage in a preventive care workshop for a community during the week, such as pertaining to children's health, women's health, prenatal health, vaccinations, dental hygiene, or nutrition
- 4) Interaction (including social) with University of Costa Rica (UCR) students (ideally those studying for the medical professions), to include UNC-Chapel Hill students conducting one-on-one interviews with their counterparts regarding UCR students' academic curriculum, challenges, career goals and opportunities; alcohol and drug abuse among the student population; and student health programs (i.e. where do they get medical attention and preventive care, etc.)
- 5) A guest lecture on contaminated water and its effects on public health with a corresponding opportunity for students to engage in a water data collection activity in the

community

6) A visit to the Centro Costarricense de Ciencia y Cultura and the Museo Penitenciario, to include a hands-on learning exhibit on the Human Being

7) A visit to UCR student health facility

All activities and guest lectures will incur required student assignments, such as essays and class presentations, through which students will offer analysis and reflection on the information and experience gained.

### **Program Dates, Requirements, Availability, and Size**

The program dates will be from May 17 until July 6, 2013. It is expected that this program will be offered every summer starting in 2013. The minimum GPA will be 2.75. Students must have at least sophomore status. The maximum number of students who can be accepted in the program is 20. There is a minimum Spanish language requirement of the completion of SPAN 204 or its equivalent. Students who have taken Spanish beyond the 265 level will not be eligible for this program. This program shall be made available to all UNC system students, with priority given to UNC-CH students.

### **Student Accommodation and Resources**

Students have the opportunity to experience Spanish language and culture through daily interaction with Costa Rican families through home stays, a key component of the program. These homestays are located in the neighborhoods near the UCR campus in San Pedro. The host families will provide breakfast, dinner and laundry services. The Costa Rica Language Academy (CRLA), also located near the UCR campus in San Pedro and with significant experience in hosting international students, will be the institution organizing the onsite orientation and doing the selection and arrangements for homestays. The CRLA also will serve as a resource through which students may book optional excursions not included in the official program.

At the UCR campus students will have access to several libraries, cafeterias, museums, internet services and ATMs. In the city of San Pedro, students will find plenty of options for shopping malls, restaurants, banks, clinics and entertainment. The capital city of San Jose is just minutes away by public bus and it offers not only additional options for shopping and dining but it is also home for the major cultural sites in Costa Rica: the Teatro Nacional and the Museo Nacional for the visual and performing arts.

### **Safety and Security in Costa Rica**

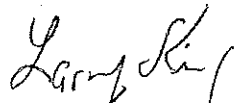
Costa Rica is a developing country with a strong democratic tradition. However, incidents of opportunistic crime are increasing specially around the tourist areas, and U.S. citizens are frequent victims. These dangers can be minimized by simple common sense, awareness and precautions such as keeping valuables out of sight, traveling in groups and avoiding certain areas after dark, not carrying a lot of cash and leaving the passport in a safe place. There are no major epidemics or health risks either in Costa Rica.

The US State Department offers additional specific information on Costa Rica at the following web site:

[http://travel.state.gov/travel/cis\\_pa\\_tw/cis/cis\\_1093.html](http://travel.state.gov/travel/cis_pa_tw/cis/cis_1093.html)

We hope this proposal has given a clear representation of the summer study abroad program that we wish to offer in 2013 and every year thereafter. We are happy to provide any further information that you may need to evaluate this proposal.

Sincerely,



Larry King  
Chair, Romance Languages



Robert Miles,  
Associate Dean for Study Abroad and International Exchanges

## APPENDIX I

### SPAN 265: SPANISH LANGUAGE AND CULTURE FOR THE PROFESSIONS Summer 2013 Costa Rica

**Professor:** Dr. Michelle Gravatt

#### COURSE DESCRIPTION

An all-skills course geared toward the language of the various professions and the cultural knowledge that would enhance a professional's work in an intercultural context. Covers common aspects of language and culture among the professions, functional vocabulary and situational practice. Students will read and write on topics appropriate to their professions of choice.

While students taking this study-abroad course are focused on the health professions, knowledge of other professional vocabulary and situations reinforces their abilities to communicate with patients on a broad spectrum of topics and to be successful in their professional lives. For example, for many health professionals, it is advantageous to understand such terminology as assault, rape, gunfire, stalking, and lawsuits, which are covered in Unit 3: The Law. Also beneficial will be the discussion of budgets, bills, methods of payment, and interviewing skills discussed in Unit 2: Business.

#### COURSE OBJECTIVES

1. to review and expand on functions and notions of the Spanish language and to apply their usage within the context of professional fields.
2. to develop communicative competence within the professional context of the various regions of the Spanish-speaking world and within our own community.
3. to promote a better understanding of Hispanic culture, making connections with those living within the community now.
4. to foster critical thinking skills, such as problem-identification and solving, decision making, anticipation and planning, comparisons of cultural expectations, and achieving communication in a professional context.

#### TEXTS

- Lear, Darcy. Spanish in the Professions / Español en las profesiones (Coursepack)
- Iguina & Dozier, Manual de gramática. Thomson Heinle.

#### ATTENDANCE POLICY

There are no attendance or participation grades in this course. As part of the study-abroad program, students are expected to attend all classes. As with any language class, students are encouraged to attend and participate in order to develop language skills as well as fulfill the course goals. There will be frequent quizzes and homework assignments.

There will be **no make-up quizzes. Late work will not be accepted.** You can turn things in early or have someone else turn them in for you if you have to be absent. Make sure you have the phone numbers and emails of at least two of your classmates in case you miss class.

Use of laptops, cell phones and other portable electronic devices during class is prohibited (unless it is part of a course presentation)



## COURSE GRADE

10% Quizzes

5% Homework

10% Personal readings & outline of details (Lecturas personales)

10% In-class presentation of personal readings (Lecturas personales)

20% Research Project - Written component (10% first drafts, 10% corrected, compiled draft)

10% Research Project - In-class presentation

15% Midterm Exam

20% Final Exam

## GRADING SCALE

91.5+=A

89.5 - 91.49=A-

87.5 - 89.49 = B+

81.5 - 87.49=B

79.5 - 81.49=B-

77.5 - 79.49=C+

71.5 - 77.49 = C

69.5 - 71.49 = C-

67.5 - 69.49 = D+

59.5 - 67.49 = D

59.49 and lower

## QUIZZES

Quizzes will assess your preparation for class. These will be announced and may cover content, grammar, professional skills, policies—anything covered in class or for homework.

## HOMEWORK

Homework assignments must be done on the date indicated on the syllabus. They will be checked.

## PERSONAL READINGS, OUTLINE of DETAILS, & PRESENTATION

Three times during the course, students read for at least 10 minutes from an article or story of interest to him/her, with respect to the health professions. Students must use Costa Rican sources, such as, but not limited to, the newspaper (print edition or online) *La Nación*. Students will outline the information and extract details of what they just read (5 minutes writing) to be turned in for a grade, complete with the name, date, and source of the article. Each student will present and answer (5 minutes) class questions, in Spanish, summarizing what he/she learned.

## RESEARCH PROJECT

The purpose of the final project is to improve language and communication skills, add a deeper dimension to selected content from the course, provide an opportunity to learn more about your chosen specialty in the health professions, and synthesize all the elements of the course and present what you have learned.

## WRITTEN COMPONENT

Students will write in Spanish on the following topics with respect to their chosen professional specialty in healthcare (ex: nursing, physical therapy, public health, surgery, pharmacy, etc). Students must turn in two topics at a time (1&2, 3&4), according to the syllabus. Students will receive grades totaling 10% of their final grade, based on these initial drafts. Students will be required to correct these drafts, compile them into one document, and write a conclusion, due the day of their final presentation, for an additional grade worth 10% of their final grade.

1. Why you are interested in this field of study/major.
2. The academic credentials/course of study, the costs of schooling, and the notable institutions for the students in Costa Rica who are studying your same field.
3. The career track/outlook for Costa Ricans who are studying your same field, such as: average salary (compared to US salaries), places to work, job opportunities (the need for these specialists), and advancement.
4. The importance, or lack thereof, of bilingualism and cultural sensitivity in your chosen field, in the US (you working in the US) and in Costa Rica (Costa Ricans working in Costa Rica)
5. Conclusions and reflections (final draft only)

## FINAL PRESENTATION

Students will present in Spanish their findings to their classmates, highlighting all four topics and their personal conclusions.

Remember: NO reading, no reciting memorized scripts. This will give students the opportunity to present their own work in a public forum.

## EXAMS

There will be one exam for Units 1 & 2 and one final exam. Both exams will test listening comprehension, grammar, reading and writing skills as covered in the course.

SPAN 265 Summer 2013 CALENDAR IS SUBJECT TO CHANGE

Día	Temas			
<b>MAYO</b>		Español para las profesiones	Gramática	Tareas
<b>lunes 20</b>	<b>Introducción</b> El comportamiento profesional y las habilidades prácticas. <b>Unidad 1: El empresariado</b> Vocabulario Lectura	pp. 17-52	(género/número) (a personal) (objetos directos e indirectos) (pronombres reflexivos)	
<b>martes 21</b>	<b>Unidad 1: El empresariado</b> Ponerlo en práctica El correo electrónico. Las llamadas telefónicas. Los nombres latinos	pp.53-91 pp.180-186	(a personal) (objetos directos e indirectos) (pronombres reflexivos) (usos de "se")	Gramática
<b>miércoles 22</b>	<b>Presentaciones de lecturas</b>  <b>Unidad 4: La medicina</b> Vocabulario: El cuerpo	pp. 264-270	(Hace+que/ doler) (describir el dolor)	Lecturas personales y presentaciones.  Hacer: pp. 267 (B, C), 268, 269
<b>jueves 23</b>	<b>Unidad 4: La medicina</b> Vocabulario: Las enfermedades y los síntomas Vocabulario: Los tratamientos y los remedios  <b>Prueba</b>	pp. 270-295	(subjuntivo)	Entregar: 2 temas de la investigación sobre su profesión.  Gramática  Hacer: pp. 267 (B, C), 268, 269 Hacer: p. 274 B Hacer: p. 286 Paso 1. Hacer: p. 290-291
<b>viernes 24</b>	<b>Unidad 4: La medicina</b> Ponerlo en práctica  <b>Prueba</b>	pp. 296-309	(subjuntivo)	
<b>lunes 27</b>	<b>Unidad 4: La medicina</b> Ponerlo en práctica Práctica: situaciones  <b>Unidad 3: El derecho</b> Vocabulario: Los delitos	pp. 310-333  pp. 187- 209	(pretérito)	Gramática  Leer: La comunicación doctor-paciente (p. 311). Hacer: "A leer" p. 310-311)  Leer: p 203. Hacer: p. 203.
<b>martes 28</b>	<b>Examen (Unidad 1, 4)</b>  <b>Unidad 3: El derecho</b> Vocabulario: Los tribunales	p. 209-225	(imperfecto)	Hacer: p 211 B.
<b>miércoles 29</b>	<b>Unidad 3: El derecho</b> Ponerlo en práctica Aplicación y Análisis (casos)	pp. 228-256	(pretérito e imperfecto)	Entregar: 2 temas de investigación sobre su profesión  Gramática
<b>jueves 30</b>	<b>Presentaciones de lecturas</b>  <b>Prueba</b>		(comparaciones)	Lecturas personales y presentaciones

<b>viernes 31</b>	Visita al: <b>Centro Costarricense de Ciencia y Cultura (Exhibición: El Ser Humano) y el Museo Penitenciario</b> (Unidades 3, 4: El derecho, La medicina)			
<b>JUNIO</b>				
<b>lunes 3</b>	<b>Unidad 2: Los negocios</b> Vocabulario: El dinero y los gastos Presupuestos Vocabulario: Las empresas	pp. 92-132	(gustar) (futuro/ condicional)	Hacer: p. 97 Hacer: p. 105 Paso 1.  Gramática.
<b>martes 4</b>	<b>Presentaciones de lecturas</b>  <b>Unidad 2: Los negocios</b> Práctica: Entrevistas		(imperfecto del subjuntivo)	Lecturas personales y presentaciones  Gramática
<b>miércoles 5</b>	<b>Unidad 2: Los negocios</b> Ponerlo en práctica Aplicación y Análisis: Análisis de los casos <b>Prueba</b>	pp. 133-154 pp. 155-179		Leer: p. 145. Hacer: pp. 146-148 Leer: p. 155. Hacer: p. 156 Leer: p. 168. Hacer: p. 167, 169 Leer: p. 172. Hacer: p. 173-174
<b>jueves 6</b>	<b>Presentaciones finales (proyecto)</b>			Presentaciones de la investigación sobre su profesión
<b>viernes 7</b>	Conclusiones <b>Examen / Final</b>			

## SPANISH 321: SPANISH FOR THE MEDICAL PROFESSIONS

**Professor: DR. Elizabeth Bruno**

Spanish for the Medical Professions is a 6th semester course, offered within the Spanish Minor for the Professions. This course is designed to integrate further language study within a healthcare focus. All materials (textbook and DVD) integrate healthcare terminology, scenarios and cultural elements into one unified course.

### **Required text:**

¡A su salud! 2<sup>nd</sup> edition (Textbook and DVD)

### **Course objectives:**

1. Learn basic medical terminology in Spanish
2. Improve cultural awareness and cultural fluency within a medical context
3. Apply these skills in real-world community contexts
4. Improve fluency and conversation skills
5. Improve higher-order thinking skills and Spanish writing skills through a variety of assignments, including reading exercises, homework assignments, and watching the videos associated with the textbook.

### **Course components:**

• Midterm exam	25%
• Final exam	25%
• Quizzes (4)	20%
• Final presentation	10%
• Participation	10%
• Homework	10%

**Exams:** The midterm and final exams may include the following parts: (1) a reading (in Spanish) about a healthcare issue, followed by comprehension and reaction questions (the responses will be graded on grammar and content), (2) grammar sections, (3) vocabulary sections (essay, fill in the blank, matching, definition).

**Quizzes:** There will be a quiz at the completion of each unit of the textbook. The quizzes will focus on the vocabulary and *expresiones útiles* introduced at the beginning of each unit as well as the particular grammar elements presented in the unit.

**Homework:** You will be asked to answer questions related to the readings in the textbook and to write short paragraphs about issues related to the DVD and/or other healthcare issues.

**NOTE: All writing assignments will be graded on grammar and content.** I suggest you check your grammar in Word by changing the language of your computer to Spanish.

**Participation:** Class participation includes attendance, preparation for class, and **active** in-class participation. The following will have a negative effect in your participation grade: coming to class late, speaking English, texting or using your cell phone, reading something unrelated to class (such as the Daily Tarheel or notes from another course).

**Final presentation:** Each student will give a presentation at the end of the session.

### ATTENDANCE POLICY

There is an attendance policy for all program activities. Failure to attend and participate in program activities can result in dismissal from the program and a return to the United States. Business-casual dress will be required for some activities, per your professor's instructions. As with any language class, students are encouraged to attend and participate in class in order to develop language skills as well as fulfill the course goals. There will be homework assignments and possible quizzes.

There will be **no make-up work**. **No work will be accepted late**. You can turn things in early or have someone else turn them in for you if you have to be absent. Make sure you have the phone numbers and emails of at least two of your classmates in case you miss class.

Use of laptops, cell phones and other portable electronic devices during class is prohibited (unless it is part of a course presentation).

### Escala oficial de calificaciones:

91.5 + ...	= A
89.5 - 91.49	= A-
87.5 - 89.49	= B+
81.5 - 87.49	= B
79.5 - 81.49	= B-
77.5 - 79.49	= C+
71.5 - 77.49	= C
69.5 - 71.49	= C-
67.5 - 69.49	= D+
59.5 - 67.49	= D
59.49 - ...	= F

CALENDAR IS SUBJECT TO CHANGE.

<b>Día</b>	<b>Temas</b>	<b>Tarea y Preparación (Assignments due on date listed)</b>
<b>JUNIO</b>		
<b>lunes 17</b>	La pobreza, el aislamiento social, los accidentes	Unidad 1A
<b>martes 18</b>	La diabetes, la nutrición, la inmigración	Unidad 1B
<b>miércoles 19</b>	La diabetes, la nutrición, la inmigración	Unidad 1B, Quiz 1
<b>jueves 20</b>	Prácticas de salud alternativas, los remedios caseros, la violencia asociada con las pandillas	Unidad 2A
<b>viernes 21</b>	El embarazo de alto riesgo	Unidad 2B
<b>JULIO</b>		
<b>lunes 1</b>	La artritis reumatoide	Unidad 4B
<b>martes 2</b>	El apoyo social	Unidad 4B, Quiz 4
<b>miércoles 3</b>	Presentaciones	Presentación final
<b>jueves 4</b>	Presentaciones	Presentación final
<b>viernes 5</b>	<b>EXAMEN / FINAL</b>	

# SPANISH 329, SPANISH FOR PROFESSIONAL AND COMMUNITY ENGAGEMENT

Summer 2013 Costa Rica

**Professors:** Dr. Michelle Gravatt / Dr. Elizabeth Bruno

## COURSE DESCRIPTION

Spanish for Professional and Community Engagement is a seventh-semester capstone course that stresses the application of Spanish language & Hispanic cultures skills in professional and community contexts. Students will apply content from current and previous courses in the minor sequence to course assignments, professional documents, experiential learning activities and projects, and presentations.

## COURSE OBJECTIVES

The main goals of this course are to familiarize students with the necessary information and skills to be able to effectively communicate in Spanish in a culturally appropriate manner in professional workplace contexts and in ways that benefit the community. In order to communicate as effectively as possible in Spanish, the course emphasizes three areas:

- content that focuses on Latino cultures and the profession-specific work of our real-world organizations, by observing the Costa Rican health care system's challenges, issues and solutions regarding such topics as illegal immigration, contaminated water, drug/alcohol abuse, and preventive medicine; and to understand the immigrant perspective upon entering the US health care system
- strategies to aid effective communication, including vocabulary building for specific professional situations, reflective thinking about cultural norms and review of specific grammar points.
- analysis that contextualizes issues surrounding Spanish (the language) and Spanish-speakers within the broader scope of civic learning (understanding public policy, engaged citizenship, diversity, social responsibility, etc.)

## REQUIRED COURSE MATERIALS

- **Abbott, Annie. *Comunidades: más allá del aula*. (Pearson/Prentice Hall).**

## ATTENDANCE POLICY

There is an attendance policy for all program activities. Failure to attend and participate in program activities can result in dismissal from the program and a return to the United States. Business-casual dress will be required for some activities, per your professor's instructions. As with any language class, students are encouraged to attend and participate in class in order to develop language skills as well as fulfill the course goals. There will be homework assignments and possible quizzes.



There will be **no make-up work. No work will be accepted late.** You can turn things in early or have someone else turn them in for you if you have to be absent. Make sure you have the phone numbers and emails of at least two of your classmates in case you miss class.

Use of laptops, cell phones and other portable electronic devices during class is prohibited (unless it is part of a course presentation).

## COURSE COMPONENTS

**Experiential learning, class lectures, and guest lectures.** Students learn important intercultural competence skills and practical skills related to working in the community as well as observe and participate in various facets of the Costa Rican public health system. Written reflection essays and homework are the major academic component. *Comunidades* is the text for this component.

**Professional presentations.** Students will gain experience in providing professional presentations based on their research, interviews, and experiences in Costa Rica.

**Professional documents.** Using the work done in this course, students will complete thank-you notes, cover letter paragraphs, and job interview questions and answers based on their experiences in Costa Rica.

The breakdown of activities is:

Midterm Exam: 20%  
Homework/Quizzes: 5%  
Reflection essays based on program activities: 15%  
Professional portfolio assignments (documentos): 15%  
In-class presentations: 15%  
Final presentation: 10%  
Final exam: 20%

Work and exams completed between May 20 and June 7 (the first half of the course) shall be graded by Doctor Gravatt. Work and exams completed between June 17 and July 5 (the second half of the course) shall be graded by Doctor Bruno.

**1. Examen /Midterm 20%.** There will be a midterm at the end of the third week of classes, consisting of listening comprehension activities and questions based on information presented and exchanged during all class periods and activities and in the *reflexiones* (including grammatical information). For this reason, it is imperative that for any class period that you miss, you contact your classmates for the information that you missed.

**2. Homework/Quizzes 5%.** Homework assignments will be checked for completion. Quizzes, as needed, may be announced or unannounced.

**3. Reflection essays 15%.** In addition to written homework assignments, students complete a series of four *reflection essays*. These essays are intended to help you make connections among the content of the textbook, your own experiences (especially with the program activities), your

career goals, and other assignments for this course. As these are directly tied to the program activities, students must attend all activities in order to complete the assignments. Reflection should consist of three steps: 1) What? (description) 2) So what? (examination of growth, engagement, academia enhancement) 3) Now what? (articulation of learning in terms of what was learned, what is important and why, and what you will do because of it). Please type and print all reflection essays.

**4. Professional portfolio 15%.** Throughout the semester, each student will prepare a total of four portfolio documents related to work in the community and career goals. They are: two thank-you notes to invited guests, answers to job interview questions, and a cover letter.

With respect to the thank-you letters, the following steps will be followed:

1) Document 1: The professor will divide the class into three groups, assigning students one of three invited speakers. Each student will write a thank-you note for his/her designated speaker. Students will bring two copies to class and turn one copy into the professor. This copy will be graded. Students will then divide into groups, based on speaker. Students will create in class one official thank-you note for the speaker, based on combining the best of each one's letter. Each group will then exchange official letters to other groups for final proofreading and approval. These official letters will be counted as homework and sent to the speakers.

2) Document 3: Same as above, but as there are only two speakers scheduled, the class will be divided into two groups.

**5. In-class presentations 15%.** Throughout the semester students will present twice on *health system or health-related* topics based on their experiences, interests, and interactions with Costa Ricans in Costa Rica. One presentation will be based upon students' one-on-one interview with their counterparts at the University of Costa Rica. Another will be based on their interview with their home-stay family.

**6. Final Presentation 10%.** Students must present the results of work in the program, including any deliverables and information for future students who will participate in the study-abroad program. The presentation must be professional but can take the form deemed most appropriate by the student. It must include elements from portfolio documents, reflections, readings & class discussions that show 1) how all those elements are related and 2) that the presentation is the culmination of semester-long work. Excellent presentations may be used for future recruitment purposes.

**7. Final exam 20%.** Similar to the midterm. There will be a final the last day of classes.

CALENDAR IS SUBJECT TO CHANGE.

<b>Día</b>	<b>Temas</b>	<b>Tarea y Preparación (Assignments due on date listed)</b>
<b>MAYO</b>		Assignments from May 20-June 7 to be graded by Doctor Gravatt
<b>lunes 20</b>	Introducción El aprendizaje en la comunidad. Repaso de gramática: los mandatos.	<i>Comunidades: Lecciones 2, 4, 5</i>
<b>martes 21</b>	Trabajar en la comunidad de manera culturalmente apropiada. Repaso de gramática: los números. Inglés como segunda lengua.	<i>Comunidades: Lecciones 6, 7, 8</i> <b>Tarea:</b> Actividad 6-1: Paso 2, Actividad 7-1: Paso 1, Actividad 7-3: Paso 3 Actividad 8-1: Paso 2, Actividad 8-2: Paso 1, Actividad 8-3: Paso 1, 3
<b>miércoles 22</b>	Sistema de la salud pública en Costa Rica (Orador Invitado) (GUEST LECTURE on Costa Rican health care system)	
<b>jueves 23</b>	Visita al sistema de la salud pública en Costa Rica (EXPERIENTIAL LEARNING: Visit clinic or hospital in Costa Rican health care system)	
<b>viernes 24</b>	Charla sobre la experiencia. ¿Qué aprendemos de los relatos orales?	<b>Tarea: Ensayo de reflexión 1</b> (Reflection Essay regarding guest lecture and site visit) <i>Comunidades: Lección 16</i> <b>Tarea:</b> Actividad 16-2: Paso 3, Actividad 16-3: Paso 2, Paso 3 (*Don't forget to interview a university student and a family member soon!)
<b>lunes 27</b>	Las drogas y los medicamentos (Orador Invitado) (GUEST LECTURE on drugs and/or alcohol abuse or the pharmaceutical system in Costa Rica)	
<b>martes 28</b>	Immigrantes en la comunidad	<i>Comunidades: Lección 10</i> <b>Tarea:</b> Actividad 10-1: Paso 2, Actividad 10-3: Paso 2, Actividad 10-4: Paso 1
<b>miércoles 29</b>	El efecto de inmigración en Costa Rica (Orador Invitado) (GUEST LECTURE on illegal immigration's impact on Costa Rican health system)	
<b>jueves 30</b>	¿Por qué emigrar?	<i>Comunidades: Lección 14</i> <b>Tarea:</b> Actividad 14-1: Paso 1, Actividad 14-3: Paso 1, Paso 2
<b>viernes 31</b>	Charla sobre las experiencias. Practicar: Hablar por teléfono Practicar: Tomar recados	<b>Tarea: Ensayo de reflexión 2</b> (Reflection/Investigation Essay comparing impact of immigration on US health care system to the Costa Rican health care system) <i>Comunidades: Lecciones 11, 12</i>
<b>JUNIO</b>		
<b>lunes 3</b>	Repaso: Taller (workshop): Escribir cartas profesionales.	

	Repaso/charla de las actividades y los oradores invitados	
<b>martes 4</b>	Trabajar en grupos para crear una carta para cada orador invitado.	<b>Tarea: Documento 1:</b> Agradecerles a los oradores invitados
<b>miércoles 5</b>		<b>Presentación 1</b> (Presentation on interview with Costa Rican student)
<b>jueves 6</b>		<b>Presentación 1</b> (Presentation on interview with Costa Rican student)
<b>viernes 7</b>	<b>EXAMEN / MIDTERM</b>	
		Assignments from June 17-July 5 to be graded by Doctor Bruno.
<b>8-16</b>	<b>BREAK</b>	
<b>lunes 17</b>	El agua contaminada y la salud pública. (Orador Invitado) (GUEST LECTURE on the effect of contaminated water on public health)	
<b>martes 18</b>	Actividad con agua contaminada (EXPERIENTIAL LEARNING activity on water data collection / contaminated water in the community)	
<b>miércoles 19</b>	Charla sobre la experiencia. La vivienda y la calidad de vida.	<b>Tarea: Ensayo de reflexión 3</b> (Reflection Essay on contaminated water activity). <i>Comunidades: Lección 18</i> <b>Tarea: Actividad 18-2:</b> Paso 1, Paso 3, Actividad 18-3: Paso 1.
<b>jueves 20</b>	Medicina preventiva en el sistema de salud de Costa Rica (Orador Invitado) (GUEST LECTURE on preventive care in Costa Rica)	
<b>viernes 21</b>	Practicar: ¿Sabemos qué hacer con tantos documentos? Rellenar los formularios. Las noticias. Planear: el taller en la comunidad.	<b>Tarea: Ensayo de reflexión 4</b> (Reflection Essay on preventive-care lecture and activity <u>to include plan</u> for implementing workshop) <i>Comunidades: Lecciones 13, 15</i>
<b>lunes 24</b>	Actividad: Medicina preventiva en la comunidad (EXPERIENTIAL LEARNING activity: preventive care workshop in the community)	
<b>martes 25</b>	Charla sobre la experiencia. Presentaciones.	<b>Tarea:</b> <b>Presentación 2</b> (Presentation on health-related interview with home-stay family member) <b>Documento 2: Respuestas para una entrevista profesional.</b>
<b>miércoles 26</b>	Presentaciones.	<b>Tarea:</b> <b>Presentación 2</b> (Presentation on health-related interview with home-stay family member) <b>Documento 2: Respuestas para una entrevista profesional.</b>
<b>jueves 27</b>	Reflexión	<i>Comunidades: Lecciones 19, 20, 23</i>
<b>viernes 28</b>	Trabajar en grupos para crear una carta para cada orador invitado	<b>Tarea: Documento 3:</b> Agradecerles a los oradores invitados

<b>JULIO</b>		
<b>lunes 1</b>	Reflexión	<i>Comunidades: Lecciones 19, 20, 23</i>
<b>martes 2</b>	Reflexión	<b>Tarea: Documento 4:</b> Carta de presentación (cover letter) <i>Comunidades: Lecciones 19, 20, 23</i>
<b>miércoles 3</b>	Presentaciones	<b>Presentación final</b>
<b>jueves 4</b>	Presentaciones	<b>Presentación final</b>
<b>viernes 5</b>	<b>EXAMEN / FINAL</b>	