



**KEEP
CALM
AND
LEARN
SPANISH**

**TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER
PAUL L. FOSTER SCHOOL OF MEDICINE
SUMMER 2018**



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CONVERSATIONAL SPANISH

KIRSTEN F. NIGRO, Ph.D.

COORDINATOR

INSTRUCTORS

SYLVIA AGUILAR ZÉLENY, MFA

PATRICIA AGUIRRE, M.A.

GABRIEL ÁVILA, M.A

EDUARDO BOUCHÉ, M.A.

WILLIVALDO DELGADILLO, Ph.D.

LUZMA GARCÍA, M.A.

LAURA MENDOZA, M.A.

JUDITH NAVARRO, M.A.

KIRSTEN F. NIGRO, PhD

CÉSAR MÉNDEZ, M.A.

DANIEL RÍOS LOPERA, MFA

LUCÍA SÁNCHEZ-LLORENTE M.A., MFA

VIRIDIANA VIDAÑA, M.A.

Class times: 10:00 AM-12 PM; 1:00 PM-2:50 PM

TTUHSC El Paso CONTACTS

Dr. Mark Francis

SCI Course Director

mark.francis@ttuhsc.edu

Melissa Jaime

SCI Course Coordinator

melissa.jaime@ttuhsc.edu

COURSE INSTRUCTORS' CONTACT INFORMATION

Kirsten F. Nigro

kfnigro@utep.edu

Sylvia Aguilar

saguilar8@utep.edu

Patricia Aguirre

pmacias2@utep.edu

Gabriel Avila

gabavila@utep.edu

Eduardo Bouché

ehbouche@gmail.com

Willivaldo Delgadillo

willivaldo@gmail.com

Luzma García

lmgarcia@utep.edu

César Méndez

cesarm82@hotmail.com

Laura Mendoza

lemendoza2@utep.edu

Judith Navarro

junava@utep.edu

Daniel Ríos Lopera

drioslopera@utep.edu

Lucía Sánchez-

Llorente

llsanchez2@utep.edu

Viridiana Vidaña

vvidana@utep.edu

COURSE MATERIALS (CANVAS)

*Kirsten F. Nigro. Grammar packet. Novice levels 1.1, 1.2

*Carmen L. Torres-Robles. Spanish Verbs and Essential Grammar Review. **FOR ALL LEVELS**. *Please retain as grammar reference for medical Spanish.*

Spanish Spark Notes

Recommended for everyone:

*Stein, Gail and Cecie Kraynak. Spanish Essentials for Dummies. Wiley Publishing. Basic version; without exercises, just grammar explanations. Available at Barnes & Noble and at Amazon.com.

*Collins Spanish/English Dictionary. Harper Collins, paperback. Available at Barnes & Noble and at Amazon.com.

Useful and recommended websites (beware of many others; they can be confusing and incorrect):

<http://www.bowdoin.edu/~eyepes/newgr/ats/>

<http://www.colby.edu/~bknelson/SLC/index.php>

CLASS POLICIES

Attendance: Attendance is required. Instructors will take roll. Student absences must be cleared beforehand with the SCI director and approved by Student Affairs (PFLabsence@ttuhsc.edu). Students are responsible for coordinating with the instructors regarding any assignments, quizzes or other evaluations missed during an excused absence.

Absences: This is an intensive course: missing one day means missing a lot. **You are allowed one unexcused absence. Another unexcused absence will result in failing the course. There are no make-ups for students who have an unexcused absence.**

Late arrivals: Punctuality, like attendance, is required. Your arriving late to class consistently will be reported to the SCI director and to the Office of Student Affairs.

Laptops: Laptops may be used in class for note-taking purposes and for web searches related to class material. Any other uses are not acceptable.

Cell phones: Cell phones and iPads may be used for classroom activities **ONLY** (for example, looking up vocabulary or grammar references).

Student responsibilities: Students should behave in a professional manner. Any student who does not meet this responsibility will be referred to the SCI course director for evaluation.

COURSE GOALS

- In keeping with the goals of the Spanish program in the Paul Foster School of Medicine SCI summer program, this course aims to help achieve levels of *competency/proficiency* in spoken **CONVERSATIONAL** Spanish that are sufficient to allow you to converse in limited but useful ways with Spanish speakers.
- Depending on your past experience, some of you will be more advanced than others. However, our goal is for **ALL** of you to feel at ease as much as possible conversing in Spanish after this three-week course.
- Perfection and fluency are **NOT** our goals. It takes years of learning and practice to attain fluency, and besides, this is not necessary for *effective communication* with a Spanish speaker.

****Please note:*** Even though the term immersion is used for your summer SCI course, in terms of language learning, this is an **intensive** course, and not an immersion course. The latter would entail 8+ hours daily of language instruction and activities. We wish we had that kind of time, but alas, we don't!

****Please note: This is NOT a course in medical Spanish, which you will study during the next two academic years. However, while practicing conversational Spanish, you will be introduced to some basic vocabulary and cultural content that are important in medical Spanish.**

STUDENT PLACEMENT

- We stress achievable **speaking (oral) competencies** according to various levels of language proficiency, following the guidelines of the American Council of Teachers of Foreign Languages (ACTFL; <http://actflproficiencyguidelines2012>).
- For purposes of our particular summer course at Texas Tech, we have adapted some of the ACTFL guidelines and placed you in the following competency levels (based on the oral placement exam that we administered and the self-assessment form that you filled out):

***Novice 1.1: Student has no formal (classroom) background in Spanish.**

***Novice 1.2: Student has some (but minor or long-ago) formal (classroom) background in Spanish.**

Intermediate 2.1: Student has 2 years of high school Spanish and/or the equivalent of one year of college Spanish, but the placement interview indicates that student is not fully up to that level.

Intermediate 2.2. Student has the equivalent of one year of college Spanish and the placement interview indicates that the student is at that level. Or, the student has more than one year of college Spanish but the placement interview indicates that the student is not at that level. Intermediate 2.2., therefore, can include students with 1+ years of college-level Spanish, but whose competency is at a lower level.

Advanced 3.1: Student has the equivalent of 2+ years of college Spanish (sometimes with extensive study abroad experience) and the placement interview indicates that the student is at that level. Heritage speakers who need added study of Spanish or who are still hesitant with the spoken language may also be placed in level 3.1.

Advanced 3.2: Student is an advanced competency Heritage speaker or has grown up in a Spanish-speaking country. Student is essentially, if not fully, bilingual and bicultural.

ANY NECESSARY CHANGES (UP OR DOWN) IN THE PLACEMENT MUST BE DONE BY *THE THIRD DAY OF CLASSES*.

While students may indicate if they feel they have been placed incorrectly, the course instructor (in consultation with the course coordinator) will be the final arbiter about the need for such changes.

COURSE METHODOLOGY

- Major research into language learning repeatedly has indicated that a wholly grammar-based and rote-learning pedagogy is not the most effective one.
- **Tasked-based instruction** (TBI) has consistently yielded very positive results.
- Therefore, this course is organized around **activities** used by the language learner for a **communicative purpose** in order to achieve an **outcome**. *Language is communication, persuasion and doing!*
- **TBI is interpersonal and communicative**, with people engaged in social activities (like a doctor speaking with a patient or a patient speaking with his or her doctor).
- *The communicative method means that Spanish will be the primary classroom language.*

- With TBI, *context* (situational, linguistic and cultural) is of prime importance.
- **While grammar has an important place in this approach, it is not at the top of the list.** This approach may go contrary to ways that you have learned languages in the past. So you may be eager to get grammar explanations at every stage of your learning. Trust us when we stress that this is NOT the most effective way to go! And be patient. We know that you are intellectually curious and want to know the WHY of things. **But in language learning, the WHY is not always as important as the WHAT and the HOW!**
- Enjoyment has a major effect on language (and all) learning. So do enjoy the class activities and do not be self-conscious. We are all learners of something!

COURSE ORGANIZATION

Course organization varies according to the placement level, but in general the classes include:

- *Instruction time*
- *Talk/conversation time*
- *Oral and listening comprehension exercises*
- *Field trips*
- *Quizzes, and weekly assessment exams*

ADVANCED COURSES HAVE A SEPARATE ORGANIZATION, TO BE EXPLAINED TO STUDENTS WHO HAVE PLACED AT THAT LEVEL.

COURSE EVALUATION

This is a Pass/Fail course. Any grade under 75 is considered a failing grade. Students will be graded based on:

- **Professionalism;**

- class participation;
- class activities;
- quizzes;
- weekly assessments of oral communication competencies and listening comprehension competencies, according to course level;
- final assessment and group presentation, according to course level.

A student who fails the course will need to remediate within five (5) working days of the end of the course. The student should contact his or her instructor to set up a time and place for remediation; the instructor will get the course coordinator's approval for the terms of remediation.

If the student fails the final assessment, the same process as described above will be followed for remediation.

Assessment will be based on task- and level-appropriate rubrics. Rubrics use ACTFL sign posts: 1) Student exceeds expectations (Pass); 2) Student meets expectations (Pass); Student does not meet expectations (Fail).

Just prior to the end of the three-week course the coordinator will meet with course instructors to assess whether some students have advanced enough to be moved to a higher level for medical Spanish. While not likely, it might be that a student will need to be placed in a lower level section for medical Spanish.