

Spanish for Health Professions - SPAN 4374 02

CRN: 23857

Duration: Jan 17, 2018 - May 10, 2018 on-line

Professor (profesora): Dra. (la doctora) Debra D. Andrist

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Office ABIV 333

Virtual and physical office hrs. usually TTh 11 am-3 pm central time but by arranged appointments

However, I generally answer email within no more than 24 hours or almost always much less time, with exception of weekends or if I am out-of-town at a conference, when response may be slightly delayed.

#associated Blackboard document

***MAY BE ADAPTED ACCORDING TO RESULTS OF STUDENTE KNOWLEDGE
AND/OR SCHEDULING NEEDS OVER THE SEMESTER/SE PUEDE ADAPTAR SEGÚN
EL CONOCIMIENTO ESTUDIANTIL Y/O NECESIDADES DEL HORARIO DURANTE
TODO EL SEMESTRE***

ACE (SERVICE LEARNING) and WRITING-ENHANCED COURSE

GENERAL UNIVERSITY, COLLEGE OF HUMANITIES & SOCIAL SCIENCES,
WORLD LANGUAGES & CULTURES AND DR. ANDRIST'S POLICIES & INFO
(PÓLIZAS E INFO)

(any of the required four policies below: <http://www.shsu.edu/syllabus/>

Americans with disabilities act (ada),

Religious holidays

Visitors in the classroom (prof's note, this means virtual classroom, too!)

Academic dishonesty

Virtual Attendance: <http://www.shsu.edu/dotasset/1e59e034-4fe5-4563-be7b-362234dca1ae.pdf>

Classroom rules of conduct apply in both the virtual and face-to-face classroom:

<https://www.shsu.edu/students/guide/dean/codeofconduct.html>

Language/lenguaje

The syllabi are bilingual, mostly in English for legal purposes pero toda la clase misma en español, known as code-switching

Schedule/Horario

All schedules are subject to adaptation as necessary by professor at any point for any reason with prior on-line advisement of students.

Help/Ayuda

via email or in person/por correo electrónico o cara-a-cara

While I am available nearly every day within hours to respond to questions, and eager to do so, preferably by email, but also by phone, I do not supply information which is available in the various syllabi and/or Blackboard documents by reading same--unless the question concerns clarification and/or more details.

With on-line technology/con la tecnología de en-línea

Prepare to be able to do any on-line components of the course before the first day of class! For the technological demands of the course, as in use of blackboard, do the tutorial. If you have problems with the technological side of the course, immediately contact helpline (the professor herself can not help with technology, only content).

Time requirements/Requisitos en términos de tiempo

This is a 3-credit-hour undergraduate advanced-level class, a very demanding course in terms of the content and the usual necessary time commitment of about six hours a week. You'll be practicing listening, speaking, reading, writing in correct formal Spanish, in addition to content.

FYI: time commitment is equivalent of one 150-minute class meeting per week, 15 weeks per semester=approximately 38 hours in class; plus an equal number of preparation study hours=approximately 38 hours outside class; plan on spending a total (minimum) of 76 hours on this class over the semester or more than five hours per week or better for your progress, an hour every single day of the "work" week. Please pay necessary attention to detail and take time to think/consider/analyze. Do the work in sequence as on the schedule, if not on the suggested days.

While I am sympathetic to jobs, child care, etc., other responsibilities on the part of students, it is mandatory to devote a minimum of the above amount of uninterrupted, highly-attentive, time to this course, an on-line language-acquisition course. Please take the course during another semester if you are not able to devote that amount of time, energy and attention to the course. No exceptions, no late submissions.

Plagiarism (plagio)#

Your enrollment in this class constitutes your legal and moral obligation to the honor code. Plagiarism—copying or paraphrasing others' work without crediting them for it--is illegal and unethical--and grounds for failure, not just in the assignment, but in this class over-all. Paraphrases, as well quotes, must be documented. See Blackboard document for definition of plagiarism and *MLA Handbook* for how to document.

Philosophy (filosofía)

This is a university undergraduate advanced-level academic course with appropriate academic requirements. You earn your grade on that basis. You do not receive university credit for "ethnic or gender consciousness" or even Spanish language ability per se. Academic credit is based upon your intellectual and academic efforts, willingness and ability to reflect upon and respond to requirements of the class.

Interaction (interacciones)

Respect for others' views and space, not necessarily in agreement with one's own, is required on the part of every participant, including what is expressed, shared, etc., in the course of class interaction.

Respect for others in general, particularly in the case of disagreement about theme issues or debates, is required on the part of every participant. Polite presentation style, especially in discussion boards, is vital. Treat others as you would have them treat you! No personal attacks, name-calling, etc. will be permitted at any time on any topic.

Performance concerns (preocupaciones estudiantiles)

I am committed to facilitating each student's performance. Students must be committed to maximizing their own performance, too. This is a dual responsibility.

Please evaluate your personal class progress at least weekly, beginning at the first of the semester, and particularly after your first grade. Take responsibility and action right away! Do not wait until mid-semester and certainly do not wait until late in the semester to act on your concerns.

If you are concerned about your progress, please follow this chronological format:

1. Are you personally spending (minimum) equal time in outside-class preparation as you spend in the virtual classroom itself? (very many students need more preparation time due to differing levels of language acquisition; you may personally need more time, you may need grammar review and you may need study-strategy assistance! Ask for help!)
2. Have you contacted the Sam Center and/or New Gresham library and/or TWC resources about study-skills suggestions/workshops/assistance in general?
3. Are you following the suggested syllabus scenarios to incorporate the target language into your life and maximize your experience?
4. Have you contacted me, especially via personal appointment, to discuss specific actions which will help you improve your performance?
5. Have you arranged (virtual) study sessions with other students in the class?
6. Have you contacted the Writing Center and/or WOLC tutoring and scheduled personal tutoring (free)?

General Student Responsibilities/responsabilidades estudiantiles en general Technology, Physical Form and Content/tecnología, forma física y contenido

Prepare for any on-line technological aspects of the course before the first day of class, for the technological demands of the course, as in use of Blackboard! Do the on-line tutorial!

If you have problems with the technological side of the course, immediately follow these instructions (the professor herself does not help with technology, only content).

“having problems loading content in your blackboard courses?”

If you are receiving java or jsp errors when trying to access content or tools in your blackboard course don't panic! Clear your internet browser's cache and all will be well.

Instructions for clearing your cache can be found here: <http://www.wikihow.com/clear-your-browser%27s-cache>

If you need further assistance with this, contact our support desk at 936.294.2780/blackboard@shsu.edu.”

http://distance.shsu.edu/blackboard/how-to/need_help.html

Do not wait until the last minute, close to the deadline, to post assignments in the Blackboard discussion boards or dropboxes, if indicated as the manner of turning in an assignment. Give yourself time to get help from helpline helpline@shsu.edu or 936-294-1950. In case there is an unexpected technological glitch on either your end or that of SHSU. Technological glitches at the last minute are not acceptable excuses for not meeting deadlines.

Do not email assignments to me for any reason.

Do your work in word (watch out for « auto-correct » which will change cognates to English, thus being errors in Spanish) and paste into the discussion board or dropbox so that accents, double-spacing, etc., show up as required. The document *type international characters* in Blackboard documents gives you steps for adding accents, tildes, diéresis, etc. Required headings on papers submitted
You will lose points for not including all of the information and in Spanish using correct spelling, etc.

You are responsible for all material, on-line, on Blackboard, etc. in “class.”

You are personally & solely responsible for your activities (asking questions or doing homework) in order to meet your personal expectations and desire for success/grade.

Number of times that you review “homework” videos, readings, etc. is largely left to your discretion--you must assess how well you understand and how much practice, reading or written work outside of class you need. You are responsible for anything and everything in the syllabus, Blackboard or “said in class.” You are expected to watch videos carefully and highlight both those and reading and take notes as needed.

You are expected to stay in more-or-less daily contact with the professor and other students as personally needed.

Enrichment activities to speed along your progress/actividades para progresar más rápidamente
Study tips

General rule of thumb: try to incorporate Spanish into your regular, everyday life as much as possible.

Practice listening and speaking:

- make a friend who speaks Spanish (either as a student or as a native)
- attend cultural events (see department schedule of events, and SHSU event calendar)

Practice listening:

- watch television: news reports, listen to the radio, go to movies or rent videos in Spanish: children's level

Practice reading:

- buy or borrow books or articles in Spanish: children's level, your particular interest: cookbooks, medical studies, business, etc. Subscribe to, buy or borrow a newspaper or magazine: *Américas*, *Vanidades*, *Buen Hogar*, *Cosmo*, etc.

Practice writing:

- find a pen pal: write and receive letters in Spanish

- keep a journal/diary in Spanish
- write your notes in Spanish
- write creatively (stories) in Spanish
- use computer programs in Spanish

Specific study strategies

- study with other students, get a tutor
- buy or borrow a workbook or a text by another author: write out exercises
- review your text: table of contents (write all you know and check), exercises (redo)
- make note cards: use ink colors to indicate gender of nouns, etc. Make visualization/collage cards.
- listen to your audio materials extra times or get others. Do exercises in accompanying workbooks.

Resources (recursos):

- Tutoring. WOLC Department free tutoring (see procedure and schedule posted). Our tutors are graduate students, most are native speakers who can help with specific areas, or to practice your oral skills.
- Spanish conversation club. Group oral sessions with a native speaker language partner provided by the department of foreign languages. See schedule and topics posted. Use these sessions to practice your listening and speaking skills outside of class work. Attendance and participation to these sessions may constitute extra credit for the course. Talk to your instructor.
- Sam center, library, TWC center: live chat, website, research database, workshops, tours, research services.

Contact persons at the library for Hispanic content and/or the web services librarians at Newton Gresham Library

General faculty responsibilities/responsabilidades de la profesora

Content but not technology!/contenido pero no lo tecnológico)

I intend to be available to discuss, advise, etc., during and outside of class as much as possible but not 24/7 immediate.

Virtual contact, real-life visits and phone calls may be arranged by appointment. Drop-ins may or may not be possible when my office door is open, although once in a while, I may not be available then due to other appointments/commitments. If so, I will leave a note as to my return. If the door is closed, I am not available. Please email for an appointment.

Please also either honor your appointment or email me to cancel. I will afford you the same courtesy if I have an unavoidable conflict.

Email is always better than telephoning.

I intend to return assignments with commentary and/or grades as soon as possible, usually within a week or before so you can use it to avoid repeating errors of form, especially.

Instructor evaluations/evaluaciones de la profesora

Two or three weeks before the end of the semester the student will be asked to complete an official idea evaluation of the course and your instructor. The one essential and two important objectives for this course are:

Essential

- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures -

Important

- Learning to analyze and critically evaluate ideas, arguments, and points of view
- developing skill in expressing oneself orally or in writing (in the target language)

Attendance/presencia

Virtual “attendance” policy: follow the class schedule, barring personal physical catastrophe,** which must be documented in writing by an official source as soon as possible, preferably before the request for late submission due to catastrophe rather than after.

**catastrophe as defined by professor as death, hospitalized illness, etc.

Technology problems with computers or Blackboard do not qualify as catastrophes according to this definition; do not wait until the last minute to submit work so that you have options to reach helpline (do not contact professor for technical help)

Deadlines: syllabus assignments must be submitted at the time and day of the corresponding virtual class as on the syllabus.

No late submissions.

Students are encouraged to “buddy” with other students to get class notes/assignments and/or to arrange for other internet or computer access as necessary.

Always refer to your syllabus on the course site on Blackboard.

The student is responsible for communicating directly with his or her instructor when s/he is unable to submit required materials on schedule in the case of catastrophe. If possible, students should notify instructor and make arrangements for late assignments before the absence occurs. Excusing the student is at the sole discretion of the faculty member. Only death, serious illness or accident would ordinarily be reasons for late assignments. It is the student’s responsibility to request and turn in late work, if permitted in writing by professor. Permitting make-up work, granting full or partial credit, etc., are solely at the discretion of the professor according to university guidelines.

The term “excused absence” is discretionary and solely up to the professor of record.

http://www.shsu.edu/students/studentguidelines2007_2008.pdf (shsu student guidelines)

Course description/descripción del curso

- **SPAN 4374. Spanish for Health Professions. 3 Hours.**

This course promotes the development of enhanced Spanish-language ability for professionals in the health care industry. The close relationship between language and culture will also foster the heightened awareness of ethnic, gender, and multicultural consciousness.

Prerequisite: [SPAN 2312](#) and [SPAN 3361](#)

POLICIES SPECIFIC TO COURSE/PÓLIZAS ESPECÍFICAS DEL CURSO

Due to this course’s emphases, all submissions must be entirely in Spanish, including diacritic marks, etc.# Therefore, you must work in word 10, English (**symbols for diacritic marks attached#**) or Spanish version and cut-and-paste into blackboard, or using keyboard procedures detailed in apostrophe, vowel.

General goals: results/metast generales: resultados

1. Enhanced personal production skills in Spanish language: listening, speaking, reading and writing, plus cultural knowledge
2. Awareness and appreciation of cultural and gender aspects of the Hispanic world(s): vocabulary, grammar, reading, analysis, writing; cultural and literary concepts, perspectives and insights

Course objectives: activities/objetivos del curso: actividades

1. Close-attention-to-detail and critical-thinking listening, speaking, reading, writing and cultural perspective skills; includes visual and audio
2. Editing and proofreading skills
3. Writing strategies
4. Analytical skills.

Style/estilo

This course has one delivery method: on-line, especially via Blackboard. Spanish will be the preferred language in nearly all cases but code-switching will be practiced when absolutely necessary. Since language is a social skill and activity, this is the only way to effectively learn. In either language, mistakes are natural--tolerance and assistance are the watchwords. Be flexible--think of another way to send the same message if you get "stuck."

Texts/textos/libros

You will not need to buy any books for this course (though you may want to, especially the *MLA Handbook*). We'll use on-line resources and various documents, URLs, etc., that I'll put on the Blackboard course site and/or send to you electronically and/or will put copies into reserve at Newton Gresham.

- Videos are on-line or through NGL [www.shsu.edu, Newton Gresham Library, articles & more, videos/films on line: [Films on Demand](#) (May not work with older versions of Flash. If this does not work in IE, try Chrome.

Read [Quick-Start: How to Link to a Film](#), or [Films on Demand: A Guide for SHSU Users](#))]

-SHSU, NGL, ARTICLES, VIDEOS/FILMS ON-LINE, FILMS ON DEMAND

Other resources/otros recursos

- Additional required websites and videos may be indicated on daily syllabus. Outline; take written notes.
- Additional required documents may be indicated on daily syllabus. Outline; take written notes.
- Additional required or recommended websites and videos may be sent via email
- Background and contextual info for course:
MLA Handbook (documentation guide)
<http://shsulibraryguides.org/citations>
Diccionario de la Real Academia <http://www.rae.es/>
Word reference: <http://www.wordreference.com/>
Grammar review by topic, includes explanations & review "tests":
<http://www.spanishdict.com/grammar>

Required "equipment"/"equipaje" requerido

- Computer with internet access. Tune up your computer for remote access and for optimal technical performance and blackboard course site and links

- Personal skills and attitudes: enthusiasm and interest; listening skills, willingness to speak and open-mindedness; time every day outside of class work for reading and reflection, awareness that this class is an academic experience which requires intellectual efforts and results.

Evaluation/grades (assessment) (evaluación/notas)

Notas=grades in English, not notes, which are apuntes in Spanish)

The following rubrics will be applied to all written graded assignments as indicated: special emphasis on both correct form, but not limited to same, in this course [vocabulary, style, grammar, spelling (including diacritic marks) and other mechanics] and content (investigation, organization, analysis)

	4 Excellent	3 Good	2 Fair	1 Poor
Organization	Presentation is effective and presented in a logical format with a clear beginning, middle and end. There is a clear statement of ideas and smooth transitions. The writer has stated the main idea clearly and has provided relevant details.	Presentation is effective with a few minor problems and is generally logical. The sequencing is logical but incomplete. The main ideas are clear but loosely connected.	Presentation is somewhat logical but can be confusing at certain points. Ideas are not well connected and lack logical sequence. The main idea is unclear and lacking relevant details.	Presentation lacks organization and logical order. Ideas are not communicated effectively and lack appropriate details. Presentation is inappropriate and distorts the topic.
Content	The main idea is clearly conveyed in a presentation that is relevant and interesting. The student provides evidence of thoughtful input and all details are appropriate. Appropriate vocabulary and functions are used.	The main idea has been conveyed but lacks relevant details to support it. The student usually uses proper vocabulary and appropriate functions.	The main idea is unclear and the details supporting it are irrelevant. The student uses few of the appropriate vocabulary words and functions.	The main idea is unclear and there is no evidence of details to support it. The details that are provided are irrelevant and none of the proper vocabulary or functions is used.

Vocabulary (vocabulario)	There is a wide range of the vocabulary words used in an accurate manner to convey the main idea.	There is an adequate range of the vocabulary words with some errors in usage.	There is a limited range of vocabulary words used accompanied by inappropriate use and errors.	There is a small range of vocabulary, erroneous usage and translation based errors.
Grammar (gramática)	Grammatical functions are used correctly with very few errors in verb tenses, order, number, agreement, articles, prepositions and pronouns.	Grammatical functions are used adequately with some errors in constructions and with verb tenses, order, number, agreement, articles, prepositions and pronouns.	There are significant mistakes in constructions and with verb tenses, order, number, agreement, articles, prepositions and pronouns that interfere with meaning.	There are frequent errors in usage that distort meaning. Simple sentence construction is lacking as well as knowledge of verb tenses, order, number, agreement, articles, prepositions and pronouns.
Spelling (deletrero u ortografía) and mechanics (mecánica) (to include components of investigation and research and organization and analysis as appropriate to the assignment)	Spelling, punctuation, and capitalization are generally correct. Citations and paraphrasing are used appropriately as relevant to the assignment.	Spelling, punctuation, and capitalization errors are infrequent. Citations and paraphrasing are generally used appropriately as relevant to the assignment.	There are frequent errors with spelling, punctuation, and capitalization. Citations and paraphrasing are often misused.	Mistakes in spelling, punctuation, and capitalization distort meaning. Citations and paraphrasing are not used appropriately.

- 1000-POINT SYSTEM/SISTEMA DE 1000 PUNTOS
1000-900=A, 899-800=B, 799-700=C, 699-600=D, 599-0=F
- GRADED WORK EXPLANATIONS/EXPLICACIONES DE TAREAS CORREGIDAS

1 syllabi quiz@20

Following Mon., 1-22/el siguiente lunes el 22 de enero: take quiz on syllabus on Blackboard assignments due before 8 am/hacer examencito sobre los sílabus en Blackboard assignments, plazo antes de las 8 de la mañana. May be repeated until deadline but will vary order of true/false.

1 body vocabulary quiz@50

Following Mon., 1-22/el siguiente lunes el 22 de enero: take quiz on syllabus on Blackboard assignments due before 8 am/hacer examencito sobre los sílabuses en Blackboard assignments, plazo antes de las 8 de la mañana. May be repeated until deadline but will vary order of multiple choice.

14 Observations & comments#@25=350 (half points on spelling/grammar & half on content)

Wednesdays/los miércoles: Post observations/opinions, 45-55 words in Spanish, edited for spelling & grammar, about assignments & discussions on Blackboard Discussion board before midnight, discussion questions furnished according to each week's themes/entregar observaciones/opiniones, 45-55 palabras en español, deletreo y gramática redactados antes de medianoche, preguntas para discusión dadas según los temas de cada semana

14 Reactions & debates#@20=280 (half points on spelling/grammar & half on content)

Thursdays/los jueves: Read Discussion board & post at least one reaction for debate purposes, 45-55 words in Spanish, edited for spelling & grammar, before 8 am Friday/leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletreo y gramática redactados, antes de las 8 de la mañana el viernes

14 essays#@20=280 (half points on spelling/grammar & half on content)

Friday/viernes: Write an essay, 45-55 words in Spanish, edit for spelling & grammar, essay questions furnished according to each week's themes/escribir ensayo, 45-55 palabras en español, redactor deletreo y gramática, preguntas para ensayos dadas según los temas de cada semana

Following Mondays/el siguiente lunes: post edited essay on Blackboard dropbox before 8 am/entregar ensayo redactado en Blackboard dropbox antes de las 8 de la mañana

final exam equivalent: the three homework assignments from week 15 count as the final/equivalente del examen final: las tres tareas de la semana 15 cuentan como el final

EXTRA CREDIT POSSIBILITY

1 ACE activity advisement to prof=10 + 1 ACE activity summary@50

sábado., 10-2: PROYECTO ACE: DÍA DE CARRERAS Y EDUCACIÓN POR HOUSTON HISPANIC FORUM, GEORGE R. BROWN CONVENTION CENTER, HOUSTON, 9 de la mañana -3 de la tarde

or equivalent: something medically-related, arranged individually with professor by no later than the above date/o equivalente algo relacionado con la medicina, arreglado individualmente con la profe antes de esta fecha arriba

review of the experience answering the questions about ACE in the document in Blackboard, due immediately before the week after spring break/resumen de la experiencia contestando las preguntas sobre ACE que están en Blackboard documents, que se debe entregar antes de la semana después de la pausa primaveral

OTRA POSIBILIDAD DE EXTRA CRÉDITO: conseguir el libro, *Food Revolution*, gratis, de SHSU First Year Experience (2nd floor ABIV), leer el libro y el sitio abajo y escribir un resumen y una comparación de los dos, de 90-119 palabras en español, deletreado y gramática redactados, y entregar la obra antes de las 8 de la mañana lunes el 19 de marzo (inmediatamente después de la pausa primaveral)

<https://www.univision.com/noticias/salud/proyectos-innovadores-para-mejorar-la-salud-de-los-hispanos-en-eeuu>

DAILY SYLLABUS/ASSIGNMENTS

MAY BE ADAPTED ACCORDING TO RESULTS OF STUDENT KNOWLEDGE AND/OR SCHEDULING NEEDS OVER THE SEMESTER/SE PUEDE ADAPTAR SEGÚN EL CONOCIMIENTO ESTUDIANTIL Y/O NECESIDADES DEL HORARIO DURANTE TODO EL SEMESTRE

ACE (SERVICE LEARNING) and WRITING-ENHANCED COURSE

(Bilingual English/Spanish at first to make sure everybody understands the repetitive & sequential patterns of weekly work--but changing to only Spanish by third week/bilingüe inglés/español al principio para que todos entiendan el plan repetitivo y secuencial de cada semana con tareas, discusiones verbales, discusiones escritas,* reacciones* y ensayos*--pero cambiando al español después de la tercera semana)

- Homework in sequence, recommended day-by-day as below but always in sequence no matter which days: explore (watch, listen, read: videos, readings, etc. in Spanish and/or English), process (discuss aloud in person in Spanish), comment (post observations and/or opinions in Spanish on Blackboard discussion board)*, debate (post reactions in discussion board in Blackboard in Spanish),* conclude (post essay in Spanish in Blackboard dropbox)*/tarea en secuencia, recomendada día por día pero siempre en secuencia no importan los días: explorar (lecturas y/o videos, etc. in español y/o inglés), procesar (discutir en voz alta en español en persona, comentar (entregar observations y/o opiniones en español en Blackboard discussion board)*, debatir (entregar reacciones en español en Blackboard discussion board), concluir (entregar ensayo en español en Blackboard dropbox)

*graded/notas

WEEK/SEMANA 1 (Wed., Jan. 17 - Fri., Jan. 19/miércoles el 17 de enero – viernes el 19):

Theme/TEMA: Course Intro/INTRO AL CURSO): Geography of Human Body Itself

(Anatomy)/LA GEOGRAFÍA DEL CUERPO HUMANO (ANATOMÍA)

-Wed., 1-17/miércoles el 17 de enero:

- read syllabi & prof bio on Blackboard/leer sílabos y biografía de la profe

-Thurs., 1-18/jueves el 18:

see & listen/VER Y ESCUCHAR:

www.shsu.edu, Newton Gresham Library, articles & more, videos/films on line: [Films on Demand](#) (May not work with older versions of Flash. If this does not work in IE, try Chrome.

Read *Quick-Start: How to Link to a Film*, or *Films on Demand: A Guide for SHSU Users*)]

- *The Human Body Video Clip Collection*
- *The Living Body: Review of Biology: Design for Living*

-Fri., 1-19/viernes el 19

read/LEER

- https://es.wikipedia.org/wiki/Anatom%C3%ADa_humana

-Following Mon., 1-22: syllabus quiz* & separate body vocabulary quiz* IN SPANISH on Blackboard both due by 8 am

WEEK/SEMANA 2 (Mon., 1-22 – Fri., 1-26/lunes el 22 – viernes el 26): Theme/TEMA:

Geography of Human Body Itself (Anatomy, Preservation, application)/LA GEOGRAFÍA DEL CUERPO HUMANO (LA ANATOMÍA, LA PRESERVACIÓN, LA APLICACIÓN)

-Monday/lunes el 22 de enero

See, listen, read/VER Y Y ESCUCHAR Y LEER:

- [www.shsu.edu, Newton Gresham Library, articles & more, videos/films on line: [Films on Demand](#): *World's Oldest Mummies*
- Cómo se reconstruyó el rostro de una Reina preincaica peruana de hace 1.200 años
<https://www.lagranepoca.com/internacionales/america/236693-esta-mujer-parece-que-esta-viva-pero-murio-hace-1-200-anos.html>

- Body Worlds <https://bodyworlds.com/>

-Tuesday/martes el 23 de enero: Discuss assignments aloud with family/friends/whomsoever via in person/ phone//Skype/Facetime/discutir tarea en voz alta con familia/amigos/quienquiera cara a cara/Skype/Facetime

Wednesdays/miércoles el 24: Post observations/opinions, 45-55 words in Spanish, edited for spelling & grammar, about assignments & discussions/entregar observaciones/opiniones, 45-55 palabras en español, deletreando y gramática redactados antes de medianoche; discussion question/pregunta para discusión y/o debate: ¿Which view of medical philosophy is more important for treatment: the human body as machine (post-Industrial Revolution) vs. holistic approach (body & mind equally important, pre- and post)?/¿Cuál es la filosofía médica más importante para el tratamiento: el cuerpo humano=máquina (pos-Revolución Industrial) v. el acercamiento holístico (el cuerpo y la mente igualmente importantes, pre- y pos-)?

Thursday/los jueves el 25: Read Discussion board & post at least one reaction for debate purposes, 45-55 words in Spanish, edited for spelling & grammar, before 8 am Friday/leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletreando y gramática redactados, antes de las 8 de la mañana el viernes

Friday/viernes el 26: Write an essay, 45-55 words in Spanish, edit for spelling & grammar, essay questions furnished according to each week's themes/escribir ensayo, 45-55 palabras en español, redactar deletreando y gramática, pregunta para ensayo según los temas de cada semana: essay question/pregunta para ensayo: ¿Cuáles son algunas de las aplicaciones científicas que proveen los cadáveres preservados por los métodos explorados en las tareas?*

-(following) Monday, 8 am: deadline to submit exam on Blackboard dropbox/plazo=siguiente lunes el 29 de enero, antes de las 8 de la mañana*

WEEK/SEMANA 3 (Mon., 1-29 – Fri., Feb. 2/lunes el 29 de enero – viernes el 2 de febrero):

theme/TEMA: Mesoamerican indigenous medicine/LA MEDICINA INDÍGENA

MESOAMERICANA

-Monday/lunes el 29 de enero

See & Listen/Ver y escuchar

www.shsu.edu, Newton Gresham Library, articles & more, videos/films on line: [Films on Demand](#)

- Mexico: The Maya Healers—World Medicine
- *Mexico: The Medicine of the Zapotec Indians—World Medicine*

Read/leer

- <http://arqueologiamexicana.mx/mexico-antiguo/medicina-y-salud-en-mesoamerica>
- (lo mismo antes el documento antes pero con dibujos)
http://www.academia.edu/509417/Medicina_y_Salud_en_Mesoamerica
- https://hiaucb.files.wordpress.com/2014/05/medicina_tradicional.pdf

-Tuesday/martes el 30 de enero: Discuss assignments aloud with family/friends/whomsoever via in person/ phone//Skype/Facetime/discutir tarea en voz alta con familia/amigos/quienquiera cara a cara/Skype/Facetime

-Wednesdays/miércoles el 31: Post observations/opinions, 45-55 words in Spanish, edited for spelling & grammar, about assignments & discussions/entregar observaciones/opiniones, 45-55 palabras en español, deletreo y gramática redactados antes de medianoche; discussion question/pregunta para discusión y/o debate: ¿Cuál es el aspecto más importante que tienen en común la medicina maya y la zapoteca y por qué?*

-Thursday/jueves el primero de febrero: Read Discussion board & post at least one reaction for debate purposes, 45-55 words in Spanish, edited for spelling & grammar, before 8 am Friday/leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletretero y gramática redactados, antes de las 8 de la mañana el viernes Friday/viernes el 2: Write an essay, 45-55 words in Spanish, edit for spelling & grammar, essay questions furnished according to each week's themes/escribir ensayo, 45-55 palabras en español, redactar deletretero y gramática, pregunta para ensayo según los temas de cada semana: essay question/pregunta para ensayo: ¿Cuál es la relación entre el mundo físico y la medicina indígena mesoamericana?*

-(following) Monday, 8 am: deadline to submit exam on Blackboard dropbox/plazo=siguiente lunes el 5 de febrero, antes de las 8 de la mañana

SEMANA 4 (lunes, 5 de febrero – viernes 9-2): TEMA: LA MEDICINA INDÍGENA SUDAMERICANA

-lunes: Ver y escuchar

www.shsu.edu, Newton Gresham Library, articles & more, videos/films on line: [Films on Demand](#)

- *Bolivia: The Kallawaya, Healer People—World Medicine*
- *Colombia, The Sacred Plant Of The Amazon—World Medicine*
- *Peru: Healing On Water—World Medicine*
- *Chile: The Mapuche Healers—World Medicine*

-martes: discutir tarea en voz alta con familia/amigos/quienquiera cara a cara/Skype/Facetime

-miércoles: entregar observaciones/opiniones, 45-55 palabras en español, deletreo y gramática redactados antes de medianoche; discussion question/pregunta para discusión y/o debate: ¿Cuál es el aspecto más importante que tienen en común la medicina tradicional de los cuatro países y por qué?*

-jueves: leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletreo y gramática redactados, antes de las 8 de la mañana el viernes

-viernes el 26: escribir ensayo, 45-55 palabras en español, redactar deletreo y gramática, pregunta para ensayo según los temas de cada semana: essay question/pregunta para ensayo: ¿Qué video de los cuatro le interesó a Ud. y por qué?*

-siguiente lunes, plazo para entregar ensayo antes de las 8 de la mañana

sábado., 10-2: EL PROYECTO ACE: DÍA DE CARRERAS Y EDUCACIÓN POR HOUSTON
HISPANIC FORUM, GEORGE R. BROWN CONVENTION CENTER, HOUSTON, 9 de la
mañana -3 de la tarde

or equivalent arranged individually with professor by no later than the above date/o equivalente
arreglado individualmente con la profe antes de esta fecha*

resumen de la experiencia contestando las preguntas sobre ACE en el sílabus específico que se
debe entregar antes de la semana después de la pausa primaveral*

SEMANA 5 (l, 12-2 – v, 16-2) LOS SÍNDROMES Y LOS TRASTORNOS FÍSICOS Y PSICOLÓGICOS ASOCIADOS CON VARIAS FESTIVALES: (CARNAVAL, el 13 de febrero), DÍA DE SAN VALENTÍN (el 14 de febrero)

-lunes

leer

- EL HÍGADO:

<http://healthlibrary.uchospitals.edu/Spanish/DiseasesConditions/Adult/Liver/85,P03769>

- EL ALCÓHOL

[-http://and1essays.com/samples/Alcoholism_case_study.pdf](http://and1essays.com/samples/Alcoholism_case_study.pdf)

- EL CORAZÓN:

<https://www.aboutespanol.com/el-corazon-como-funciona-y-sus-partes-1185202>

- EL CEREBRO

<https://psicologiaymente.net/neurociencias/partes-cerebro-humano>

Ver y escuchar

- www.shsu.edu, Newton Gresham Library, articles & more, videos/films on line: [Films on Demand](#): TEDTalks: Helen Fisher—*The Brain in Love*

-martes: discutir tarea en voz alta con familia/amigos/quienquiera cara a cara/Skype/Facetime

-miércoles: /entregar observaciones/opiniones, 45-55 palabras en español, deletreo y gramática redactados antes de medianoche; pregunta para discusión y/o debate: ¿Qué órgano de los tres citados es más importante al humano y por qué?*

-jueves: leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletreo y gramática redactados, antes de las 8 de la mañana el viernes

-viernes: escribir ensayo, 45-55 palabras en español, redactar deletreo y gramática, pregunta para ensayo según los temas de cada semana: pregunta para ensayo-siguiente lunes, plazo para entregar ensayo antes de las 8 de la mañana¿Es posible morir físicamente del figurativo “corazón roto” (el amor no correspondido) u otro trastorno emocional y por qué?*

SEMANA 6 (l, 19-2 – v, 23-2): LOS TRASTORNOS MENTALES

-lunes

Ver y escuchar

- www.shsu.edu, Newton Gresham Library, articles & more, videos/films on line: [Films on Demand](#): *Madness: A History*

leer:

- <https://saludmovil.com/es/salud-mental-depresion-hispanos-estigma/>
- <http://www.lasegunda.com/Noticias/Buena-Vida/2012/05/745599/Las-enfermedades-mentales-que-afectan-a-los-inmigrantes>

-martes: discutir tarea en voz alta con familia/amigos/quienquiera cara a cara/Skype/Facetime

-miércoles: /entregar observaciones/opiniones, 45-55 palabras en español, deletreo y gramática redactados antes de medianoche; pregunta para discusión y/o debate: ¿Por qué hay estigmas sobre los trastornos mentales especialmente en ciertos grupos étnicos, por ejemplo, los hispanos/latinos?*

-jueves: leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletreo y gramática redactados, antes de las 8 de la mañana el viernes

-viernes: escribir ensayo, 45-55 palabras en español, redactar deletretero y gramática, pregunta para ensayo según los temas de cada semana: essay question/pregunta para ensayo: ¿Cuáles son algunos ejemplos de discriminación étnica en el diagnóstico de trastornos mentales?*

-siguiente lunes, plazo para entregar ensayo antes de las 8 de la mañana

SEMANA 7 (l, 26-2 – v, 2 de marzo) LA SALUD: LA NUTRICIÓN

-lunes

Ver y escuchar

www.shsu.edu, Newton Gresham Library, articles & more, videos/films on line: [Films on](#)

[Demand:](#)

- *Minority Health*
- *A Healthy You Video Clip Collection: Heart and Gastric-Related Health*

Leer:

- <https://www.cdc.gov/spanish/signosvital/saludhispanos/>
- http://www.idph.state.il.us/idhp/idhp_HispanicRiskForDiabetes_sp.htm
- <https://www.univision.com/noticias/salud/proyectos-innovadores-para-mejorar-la-salud-de-los-hispanos-en-eeuu>

POSIBLE EXTRA CRÉDITO: conseguir el libro, *Food Revolution*, gratis, de SHSU First Year Experience (2nd floor ABIV), leer el libro y el sitio y escribir un resumen y una comparación de los dos, de 90-119 palabras en español, deletretero y gramática redactados, y entregar la obra antes de las 8 de la mañana lunes el 19 de marzo (inmediatamente después de la pausa primaveral)

<https://www.univision.com/noticias/salud/proyectos-innovadores-para-mejorar-la-salud-de-los-hispanos-en-eeuu>

- martes: discutir tarea en voz alta con familia/amigos/quienquiera cara a cara/Skype/Facetime
- miércoles: /entregar observaciones/opiniones, 45-55 palabras en español, deletreo y gramática redactados antes de medianoche; pregunta para discusión y/o debate: ¿Cuáles son las prácticas que contribuyen más a los problemas de salud de los hispanos?*
- jueves: leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletreo y gramática redactados, antes de las 8 de la mañana el viernes
- viernes: escribir ensayo, 45-55 palabras en español, redactar deletreo y gramática, pregunta para ensayo según los temas de cada semana: essay question/pregunta para ensayo: ¿Cuál es el remedio nutritivo que puede mejorar la salud de los hispanos?*
- siguiente lunes, plazo para entregar ensayo antes de las 8 de la mañana

SEMANA 8 (l, 5-3 – v 9-3: tema: EL DÍA INTERNATIONAL DE LA MUJER (el 8 de marzo)

-lunes

Ver y escuchar

www.shsu.edu, Newton Gresham Library, articles & more, videos/films on line: [Films on Demand](#):

- *Gender Biology: Men and Women Really Are Different*
- *Sugar and Spice: The Facts Behind Sex Differences*

Leer:

- http://www.umich.edu/~ac213/student_projects05/la/health%20care.html
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2492587/>

-martes: discutir tarea en voz alta con familia/amigos/quienquiera cara a cara/Skype/Facetime

-miércoles: /entregar observaciones/opiniones, 45-55 palabras en español, deletreo y gramática redactados antes de medianoche; pregunta para discusión y/o debate: ¿Cuál es el peor problema de salud femenina y por qué?*

-jueves: leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletreo y gramática redactados, antes de las 8 de la mañana el viernes

-viernes: escribir ensayo, 45-55 palabras en español, redactar deletreo y gramática, pregunta para ensayo según los temas de cada semana: essay question/pregunta para ensayo: ¿Cuál es el papel de la misoginia en los problemas de la salud femenina y por qué se nota?*

-siguiente lunes, plazo para entregar ensayo antes de las 8 de la mañana

PAUSA PRIMAVERAL/SPRING BREAK (1, 2-3 – v 16-3)

SEMANA 9: (l, 19-3 – v 23-3) LAS HERIDAS

-lunes

leer:

- https://en.wikipedia.org/wiki/History_of_wound_care
- *A History Of Wound Care From Ancient Times To The Present*
https://www.ohca.org/data/convention_2014_pdfs/T04.pdf
- <http://www.luminarium.org/encyclopedia/zodiacman.htm>
- <https://www.atlasobscura.com/articles/zodiac-man-astrology-ketham>
- http://heridasronicas.blogspot.com/2015/07/como-la-primera-guerra-mundial-cambio_19.ht

-martes: discutir tarea en voz alta con familia/amigos/quienquiera cara a cara/Skype/Facetime

-miércoles: /entregar observaciones/opiniones, 45-55 palabras en español, deletreo y gramática redactados antes de medianoche; pregunta para discusión y/o debate: ¿Cuál es el cambio pos-Segunda Guerra Mundial más importante en la cuida de las heridas y por qué?*

-jueves: leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletreo y gramática redactados, antes de las 8 de la mañana el viernes

-viernes: escribir ensayo, 45-55 palabras en español, redactar deletreo y gramática, pregunta para ensayo según los temas de cada semana: essay question/pregunta para ensayo: En su opinión ¿cuál es la antigua técnica más sorprendente que todavía se usa hoy para cuidar las heridas y por qué?*

-siguiente lunes, plazo para entregar ensayo antes de las 8 de la mañana

SEMANA 10: (l, 26-3 – v 30-3) LOS REMEDIOS ALTERNATIVOS

-lunes

Ver y escuchar

www.shsu.edu, Newton Gresham Library, articles & more, videos/films on line: [Films on Demand](#):

- *A Different Way to Heal?*
- *Does Prayer Work? A Medical Perspective*
- *Play Therapy: Proven Treatment Strategies for Trauma, Anxiety, OCD and More!*
— *A Lecture, selections 1, 3, 4, 5, 6*

Leer:

- [https://www.news-medical.net/health/Types-of-Music-Therapy-\(Spanish\).aspx](https://www.news-medical.net/health/Types-of-Music-Therapy-(Spanish).aspx)

- martes: discutir tarea en voz alta con familia/amigos/quienquiera cara a cara/Skype/Facetime
- miércoles: /entregar observaciones/opiniones, 45-55 palabras en español, deletreo y gramática redactados antes de medianoche; pregunta para discusión y/o debate: ¿Cuál es el remedio alternativo que ha tenido más éxito y por qué?*
- jueves: leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletreo y gramática redactados, antes de las 8 de la mañana el viernes
- viernes: escribir ensayo, 45-55 palabras en español, redactar deletreo y gramática, pregunta para ensayo según los temas de cada semana: essay question/pregunta para ensayo: ¿Cuál es la terapia alternativa que más le interesa a Ud. y por qué?*
- siguiente lunes, plazo para entregar ensayo antes de las 8 de la mañana

SEMANA 11 (l, 3 de abril – v 7-4): LOS ACERCAMIENTOS ALTERNATIVOS

-lunes

leer

- LA ALQUIMIA: <http://www.innatia.com/s/c-espagiria-alquimia/a-medicina-alquimica.html>
- LA FRENOLOGÍA: <https://es.wikipedia.org/wiki/Frenolog%C3%AD>
- LA FISIOGNOMÍA: <https://es.wikipedia.org/wiki/Fisiognom%C3%AD>
- EL MAL DE OJO: https://es.wikipedia.org/wiki/Mal_de_ojo

Ver y escuchar

www.shsu.edu, Newton Gresham Library, articles & more, videos/films on line: [Films on Demand](#):

- *Biomedicine and Biotechnology*

-martes: discutir tarea en voz alta con familia/amigos/quienquiera cara a cara/Skype/Facetime

-miércoles: /entregar observaciones/opiniones, 45-55 palabras en español, deletreo y gramática redactados antes de medianoche; pregunta para discusión y/o debate: ¿Qué acercamiento alternativo ha tenido más influencia negativa en la cuida médica y por qué?*

-jueves: leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletreo y gramática redactados, antes de las 8 de la mañana el viernes

-viernes: escribir ensayo, 45-55 palabras en español, redactar deletreo y gramática, pregunta para ensayo según los temas de cada semana: essay question/pregunta para ensayo: ¿Cuál de estos acercamientos alternativos le interesa más a Ud. y por qué?*

-siguiente lunes, plazo para entregar ensayo antes de las 8 de la mañana

SEMANA 12 (l, 10-4 – v 14-4) LA MEDICINA MODERNA

-lunes

Ver y escuchar

www.shsu.edu, Newton Gresham Library, articles & more, videos/films on line: [Films on](#)

[Demand:](#)

- *The History of Medical Imaging*
- *Hospital On The High Seas—World Medicine*
- *Henrietta Lacks Was Never Compensated for Cells*

-martes: discutir tarea en voz alta con familia/amigos/quienquiera cara a cara/Skype/Facetime

-miércoles: /entregar observaciones/opiniones, 45-55 palabras en español, deletreo y gramática redactados antes de medianoche; pregunta para discusión y/o debate: ¿Qué técnica moderna ha ayudado más en el diagnóstico correcto y por qué?

-jueves: leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletreo y gramática redactados, antes de las 8 de la mañana el viernes

-viernes: escribir ensayo, 45-55 palabras en español, redactar deletreo y gramática, pregunta para ensayo según los temas de cada semana: essay question/pregunta para ensayo: ¿Fue ilegal/inmoral no compensar ni a Henrietta Lacks por sus células ni a su familia y por qué?*

-siguiente lunes, plazo para entregar ensayo antes de las 8 de la mañana

SEMANA 13 (l, 17-4 – v 21-4) LA GERONTOLOGÍA

-lunes

Ver y escuchar:

- *Cada paso del camino*: <https://www.aarp.org/caregiving/?intcmp=GLBNAV-PL-CAR>

-www.shsu.edu, Newton Gresham Library, articles & more, videos/films on line: [Films on Demand](#):

- *Growing Old*
- *A Different Kind of Care*
- *Elder Abuse: Five Case Studies*

Leer:

- http://www.umich.edu/~ac213/student_projects05/la/health%20care.html
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2492587/>

- martes: discutir tarea en voz alta con familia/amigos/quienquiera cara a cara/Skype/Facetime
- miércoles: /entregar observaciones/opiniones, 45-55 palabras en español, deletreo y gramática redactados antes de medianoche; pregunta para discusión y/o debate: ¿Cuál es el trastorno físico más problemático en la cuida de los ancianos y por qué?*
- jueves: leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletreo y gramática redactados, antes de las 8 de la mañana el viernes
- viernes: escribir ensayo, 45-55 palabras en español, redactar deletreo y gramática, pregunta para ensayo según los temas de cada semana: essay question/pregunta para ensayo: ¿Cómo puede ocurrir que un miembro de la familia que es el *caregiver* abusa a su querido pariente y por qué?*
- siguiente lunes, plazo para entregar ensayo antes de las 8 de la mañana

SEMANA 14 (l, 24-4 – v 28-4): LA MUERTE

-lunes

Ver y escuchar

www.shsu.edu, Newton Gresham Library, articles & more, videos/films on line: [Films on Demand](#)

- *Digital Autopsy*
- *The Igualada Cemetery: Architectures—Achievements in Modern Architecture*
- *NewsHour Medical Ethics and Issues Anthology*

-martes: discutir tarea en voz alta con familia/amigos/quienquiera cara a cara/Skype/Facetime

-miércoles: /entregar observaciones/opiniones, 45-55 palabras en español, deletreo y gramática redactados antes de medianoche; pregunta para discusión y/o debate: ¿Por qué es la autopsia digital un avance tan útil?*

-jueves: leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletreo y gramática redactados, antes de las 8 de la mañana el viernes

-viernes: escribir ensayo, 45-55 palabras en español, redactar deletreo y gramática, pregunta para ensayo según los temas de cada semana: essay question/pregunta para ensayo: ¿Cuál es el conundrum más problemático de la idea del derecho del individuo de mantener su dignidad al fin de su vida y por qué?*

-siguiente lunes, plazo para entregar ensayo antes de las 8 de la mañana

WEEK 15 (1, 2 de mayo – v 6-5): LOS EE.UU.

-lunes

Ver y escuchar

www.shsu.edu, Newton Gresham Library, articles & more, videos/films on line: [Films on Demand](#)

- *Growing Up Hispanic: Children in Crisis*
- *Complexity of Latino Health Issues*

-martes: discutir tarea en voz alta con familia/amigos/quienquiera cara a cara/Skype/Facetime

-miércoles: /entregar observaciones/opiniones, 45-55 palabras en español, deletreo y gramática redactados antes de medianoche; pregunta para discusión y/o debate: ¿Cuál es el peor problema médico que los hispanos estadounidenses/los latinos sufren y por qué?*

-jueves: leer lo que pusieron los otros en discussion board y entregar a lo menos una reacción para debate, 45-55 palabras en español, deletreero y gramática redactados, antes de las 8 de la mañana el viernes

-viernes: escribir ensayo, 45-55 palabras en español, redactar deletreero y gramática, pregunta para ensayo según los temas de cada semana: essay question/pregunta para ensayo: En su opinion ¿por qué hay diferencias en la cuida de pacientes según su etnicidad?*

-siguiente lunes, plazo para entregar ensayo antes de las 8 de la mañana

FINAL EXAMS

EXÁMENES FINALES: las tres tareas de la semana 15 cuentan como el final