



LSPA 347 – Spanish for Working with Youth and Families

Adentro:

<i>Descripción y objetivos</i>	1
<i>Materiales. Componentes</i>	1
<i>Entrevistas/Expresión escrita/oral, pequeños quizzes</i>	2
<i>Lecturas y Aviso</i>	2
<i>Integridad Académica</i>	3
<i>El plagio e Información adicional</i>	3
<i>The 5 C's/Un aviso y el calendario</i>	4

Descripción y Objetivos

Este curso le ofrece al estudiante de Desarrollo Humano y Estudios familiares la oportunidad de desarrollar la habilidad de comunicarse en español y mejor entenderse con el cliente hispanohablante. Se enfocará en la habilidad de conversar, escuchar y escribir en español para asegurar la atención al cliente, sea un niño, un joven o un adulto. Ofrece una práctica amplia con el español académico escrito al mismo tiempo que desarrolla la capacidad de pensamiento crítico del alumno. Además, los estudiantes perfeccionarán su capacidad oral al desarrollar un vocabulario profesional sobre el desarrollo humano y el estudio familiar.

El objetivo principal es desarrollar el español del estudiante para usarlo tanto en el ámbito profesional de manera formal e informal. Nuestras metas específicas son que al final del curso pueda:

- 1.) tomar notas con detalle sobre temas dentro del campo, y responder de forma escrita y oral a preguntas sobre estos temas.
- 2.) tener la capacidad de leer y sacar información clave de artículos y presentaciones con el fin de aplicar las ideas a cuestiones actuales dentro de su carrera.
- 3.) sintetizar, planear y asesorar una situación para llegar a posibles soluciones.

- 4.) escribir correos electrónicos formales y resúmenes de varios párrafos usando conectores, coordinación y subordinación
 - 5.) expandir el vocabulario que trate el desarrollo humano y estudios familiare lo suficientemente bien como para expresarse con la ayuda de paráfrasis
- (5) adquirir más conocimeto cultural para mejor comprender los problemas a los cuales se enfrenta la comunidad hispana en los EE.UU.



Escala de Evaluaciones

Información del profesor:

Profesora: Andrea R. Purdy

Email:
Andrea.Purdy@colostate.edu

Office: Clark C115

- Horas de oficina: 1:30-2:30— lunes y miércoles 1:00-2:30 martes* y 11:00-12:00 los jueves. *Las horas del martes son en particular para la pre- y re-evaluación de clases de cursos del extranjero pero estudiantes sí pueden venir a esa hora, pero HAY QUE APUNTARSE - O con cita previa.

Class Hours: 09:00-09:50 MWF

Class Room: STADIUM 1203

Materiales y

- * Las lecturas y los enlaces para blogs, videos etc. estarán en Canvas.
- * Dos libretas azules grandes de la librería (2 large blue exam booklets)
- * Un diccionario español/inglés

* Reflexiones—3	10%
* Explicar una situación—2	15%
* Léxico	15%
* Role Play 2	15%
* Grabación Final & Resumen de Caso Escrito	20%
* Quizzes Gram.	15%
* Discusiones 8	10%

A: 93 or more;

A-: 90-92.99;

B+: 87-89.99;

B: 83-86.99

B-: 80-82.99;

C+: 77-79.99;

C: 73-76.99

D: 60-72.99;

F: <60

Entrevistas

Expresión escrita y oral

Pequeños Exámenes

No habrá exámenes durante el semestre. En cambio habrá un trabajo escrito que se empleará para la **Entrevista Final grabada** que incorporará las técnicas practicadas durante el semestre de cómo entrevistar, interpretar los indicios verbales y no verbales y capte los elementos culturales y sociales al trabajar con jóvenes y familias hispanohablantes. **No habrá repuesto. (20%)**

Cada estudiante escribirá tres (3) reflexiones escritas sobre las lecturas y videos y 2 orales en You See You.. Se entregarán en línea. **(15%)**.

Los estudiantes rendirán 5 pequeños exámenes en línea sobre los conceptos gramaticales incorporados en las lecturas y presentaciones hechas para la clase. **(15%)** .

NO puede usar traductores online como Spanish Dictionary ni pedir que alguien le lea la reflexión para indicarle errores. Si tiene dudas, debe consultar con la profesora.



Minuiversidadculiacan.com

Role-play—(2) - Servirán para practicar varias situaciones profesionales. **(15%)**

Además de las tres (3) reflexiones, habrá dos (2) grabaciones en YouSeeU donde se hará una explicación/discusión oral sobre un tema que trate el campo de enfoque del estudiante sobre una situación médica, de comportamiento, prevención/intervención, retraso del desarrollo etc. **(15%)**

En las tareas escritas, el estudiante incluirá or le menos 5 palabras nuevas de su léxico.



Léxico - 120 palabras nuevas

De las varias lecturas y videos que se harán durante el semestre, se escribirá un léxico de palabras nuevas que pertenecen al campo de interés del/de la estudiante. **(20%)**

www.wordreference.com

Ejemplo para el **Léxico**

I. **Arrendar** - *verbo*

1. Arrendar es ceder o adquirir el uso temporal de cosas, obras y servicios, a cambio de un precio y de su devolución en estado perfecto estado después del vencimiento del contrato de arrendamiento.

2. **Sinónimos:** alquilar, rentar, contratar.

2. **Palabras derivadas** de la misma raíz – (por lo menos dos. Si no las encuentra -

escriba 'no las encontré) arrendamiento, arrendatario, arrendado

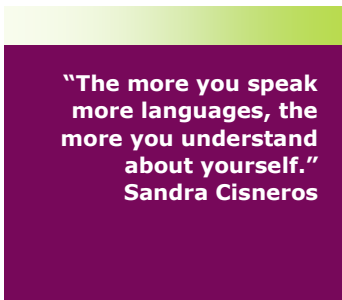
3. Ejemplos: Uno viene del lugar donde lo encontraste y una oración creada por ti.

a. Mi mejor amigo arrendó un departamento muy pequeño en el centro comercial.

b. El club de español piensa arrendar un salón del Centro Lincoln para su fiesta anual.

Aviso

Se reserva el derecho de hacer cambios al plan del curso si es necesario. Se le dará suficiente aviso de antemano en caso de esto. Es la responsabilidad del estudiante de leer el plan del curso cuidadosamente. Haga preguntas sobre la materia inmediatamente. No espere hasta el final del semestre. Asegúrese de visitar Canvas para mantenerse al día con las actividades de la clase.





Ocw.unican.es

Academic integrity

Del Catálogo General de CSU - "ACADEMIC INTEGRITY Academic dishonesty (see examples below) undermines the education's experience at Colorado State University, lowers morale by engendering a skeptical attitude about the quality of education, and negatively affects the relationship between students and instructor. Instructors are expected to use reasonably practical means of preventing and detecting academic dishonesty. Any student found responsible for having

engaged in academic dishonesty will be subject to academic penalty and/or University disciplinary action. Students are encouraged to share responsibility for the academic integrity of the University by reporting incidents of academic dishonesty.

Examples of academic dishonesty include (but are not limited to): 1. Cheating in the classroom [,,] 2. Plagiarism [...] 3. Unauthorized Possession or Disposition of Academic Materials [...] 4. Falsification of Cases of Academic Dishonesty [...] This course will follow the Academic In-

tegrity Policy of the Colorado State University General Catalog (Page 7) and the Student Conduct Code, which defines academic dishonesty as: "misconduct including but not limited to: cheating, plagiarism, unauthorized possession or disposition of academic materials, falsification, or facilitation of acts of misconduct. Plagiarism includes the copying of language, structure, images, ideas, or thoughts of others and is related only to work submitted for credit".

Academic Integrity and plagiarism

In addition, plagiarism in the language classroom includes the use of translators and unauthorized help from peers and native speakers. You may not submit work from a prior class (self-plagiarism). Academic dishonesty will be subject to disciplinary action, and may result in failure of the course. Both the student and the

office of Conflict Resolution

and Student Services will be informed of the disciplinary action in writing. Academic Integrity Resources: How to avoid plagiarism: <http://writing.colostate.edu/guides/teaching/plagiarism/> How to cite your work: [http://writing.colostate.edu/guides/HONOR_PLEDGE for the class:](http://writing.colostate.edu/guides/HONOR_PLEDGE_for_the_class)

"I give my word of honor that I have neither given nor received any unauthorized assistance on this assignment."

Signed _____ (This pledge should be written at the bottom of all assignments, quizzes, exercises, essays and/or exams for the class.) *NOTE: A student's decision to forego signing the honor pledge shall not be used as evidence of academic misconduct and shall not negatively impact a student's grade.

"It is literally the case that learning languages makes you smarter. The neural networks in the brain strengthen as a result of language learning."

- Michael Gove



Información adicional

IMPORTANTE: Al quedarse en la clase usted indica que ha leído todo el programa y que acepta cumplir con él junto con las asignaturas que lo acompañan. Como el material de lectura, las presentaciones y ejercicios, y las discusiones

en clase serán exclusivamente en español, se asumirá una sólida habilidad escrita y oral en el idioma. Además, será responsable de haber leído el material asignado ANTES de cada clase. Esto es muy importante para todos, pero especialmente para aquéllos

cuya habilidad lingüística no es lo suficientemente avanzada para poder seguir y participar en las discusiones de clase



The 5 C's

Make-up Policy:

Absences will be excused only in the case of verifiable illness or other legitimate emergency (with supporting documentation). A notice from the health center isn't sufficient. You must go to Student Case Management to provide appropriate notice of an illness. **Assignments will not be accepted after the due date and no make-ups will be allowed for quizzes or exams if the absence is not excused.**

Miscellaneous:

It is the student's responsibility to read the syllabus and remain abreast of any change. If you have questions over the material being covered ask immediately, don't wait until the end of the semester.

Note: For every hour in class you are expected to prepare 2 hours out of class.

National Standards for Foreign Language learning. Communication is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain a knowledge and understanding of the **cultures** that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides **connections** to additional bodies of knowledge that may be unavailable to the monolingual English speaker. Through **comparisons** and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world. Together, these elements enable the student of languages to participate in multilingual **communities** at home and around the world in a variety of contexts and in culturally appropriate ways. **“Knowing how, when, and why to say what to whom”** All the linguistic and social knowledge required for effective human-to-human interaction is encompassed in those ten words. Formerly, most teaching in foreign language classrooms concentrated on the how (grammar) to say what (vocabulary). While these components of language are indeed crucial, the current organizing principle for foreign language study is communication, which also highlights the why, the whom, and the when. So, while grammar and vocabulary are essential tools for communication, it is the acquisition of the ability to communicate in meaningful and appropriate ways with users of other languages that is the ultimate goal of today's foreign language classroom.”

ACTFL Writing Levels

Advanced Low

Writers at the Advanced Low sublevel are able to meet basic work and/or academic writing needs. They demonstrate the ability to narrate and describe in major time frames with some control of aspect. They are able to compose simple summaries on familiar topics. [They] are able to combine and link sentences into texts of paragraph length and structure. Their writing, while adequate to satisfy the criteria of the Advanced level, may not be substantive. At the Advanced Low sublevel [they] demonstrate the ability to incorporate a limited number of cohesive devices, and may resort to some redundancy and awkward repetition. They rely on patterns of oral discourse and the writing style of their first language. These writers demonstrate minimal control of common structures and vocabulary associated with the Advanced level.

Intermediate High

Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of Intermediate High writers essentially correspond to those of the spoken language.

Intermediate Mid

Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization.

Los órdenes de la ayuda de Bert Hellinger
www.areasaludable.org

- Equilibrio en el intercambio**
Sólo puedes dar lo que tienes y recibir lo que necesitas.
- Respeto por el destino del otro**
Sólo puedes intervenir hasta donde las circunstancias te lo permiten.
- Mantenimiento de una relación adulta**
Tu no eres el padre o la madre de tus pacientes.
- La empatía ha de ser sistémica**
Mirar realmente a una persona implica mirar a su familia.
- Amor a todo tal como es**
Por mucho que el otro se diferencie de ti, ámalo

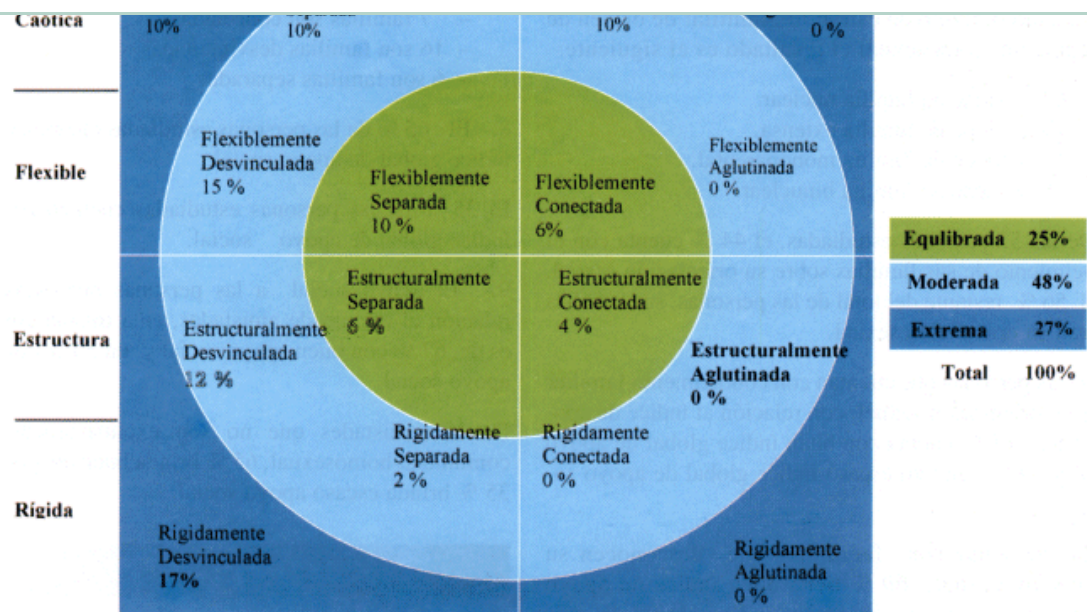
www.areasaludable.org - info@areasaludable.org
Icon made by Freepik from http://www.flaticon.com/

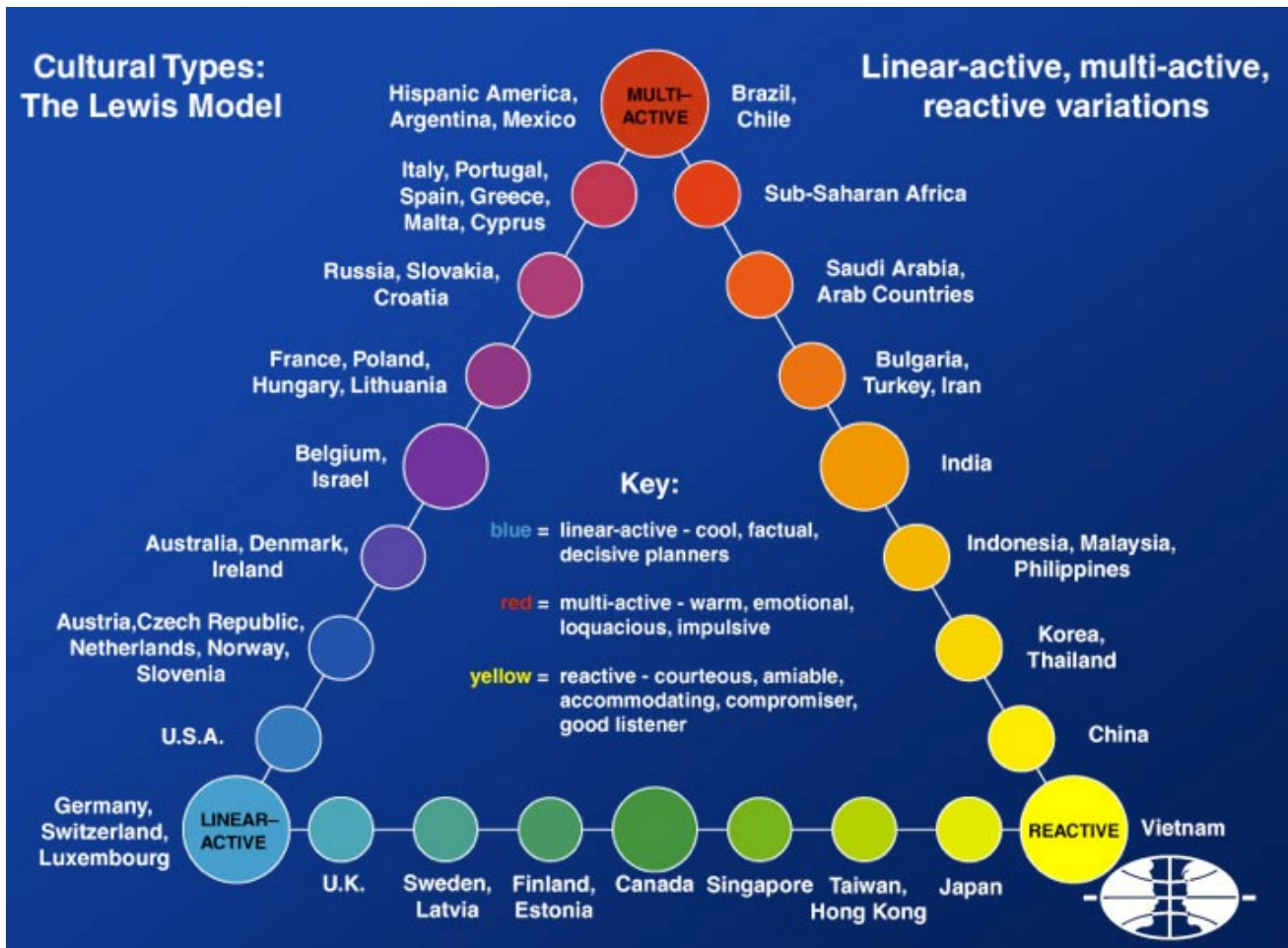
CALENDARIO*:

El/La estudiante es responsable de comprobar en Canvas diariamente la tarea. Se dispondrá de Canvas para poner anuncios y mandar emails.

Lecture Content	
23-25 de enero	Read and Discuss 2 selected professional articles in Spanish on cultural issues in the field of Human Development and Family Studies. Create 2 summaries of the articles and use them to instruct students in the grammar for that week - Description and Ser, Estar and Haber For last class, the class is divided into 3 groups with each responsible for presenting and describing an issue. (1.) Written reflection on article due at end of week. Grammar explanation on Ser, Estar and Haber use in description available on Canvas.
28-30-1 de enero / febrero	View and Discuss 2 videos that deal with pertinent topics such as "bullying" in Spanish (Class will be given questions to prepare on the videos for discussion in class of salient points in the video that they will first discuss in groups then present to the class. For the last part of that week students will talk about what they would include in a video dealing with two selected issues. (i) Grammar quiz online over Description and Ser, Estar and Haber. Discussion 1 on Canvas over article not in reflection and one video
4-6-8 de febrero	Read and Discuss 2 articles dealing with intake of a patient in Spanish (Class divided into 3 groups with each responsible for the discussion of questions a patient might have as they fill out an intake form. (2.) Written reflection on article due at end of week. Grammar covered will be phrasal verbs from the corpora created for the class with a focus on the present tense and its aspects.
11-13-15 de feb.	View and Discuss 2 videos in Spanish on patient rights and confidentiality. Explicar una situación assignment. (No reflection as students will be preparing for role playing activity the following week based on readings and videos.) (ii) Online grammar quiz on phrasal verbs and present tense. Discussion 2
18-20-22 de feb.	Role playing activity - video captured for Peer and Instructor Review - incorporating cultural issues, description of issues and patient intake.
25-27-1 de feb./ marzo	Read and Discuss 2 selected professional articles in Spanish on prevention/intervention and basic family therapy theory in Spanish. Create a summary of the articles and use them to instruct students in the grammar for that week - Interrogatives to develop interviewing techniques. (On third day class is divided into 3 groups with each responsible for presenting ways to ask open ended questions to elicit more than yes/no responses, how to rephrase a question and ask follow-up questions or a client/patient. (3.) Oral reflection on article due at end of week.) Grammar explanation - Interrogatives available on Canvas Discussion 3
4-6-8 de marzo	View and Discuss 2 videos that deal with prevention/intervention in Spanish. Class divided into 3 groups with each responsible for talking about what they would include in a video dealing with prevention/intervention. (iii) Grammar quiz online over Interrogatives. New grammar explanation on direct and indirect object pronouns. Léxico 1 de 40 palabras para entregar Discussion 4
11-13-15 de marzo	Read and Discuss 2 professional articles in Spanish dealing with early childhood. These will be summarized to use for teaching about object pronouns and null subject. For the last 50 minutes, the class will be divided into 3 groups with talking about basic family therapy theories.) (4.) Oral reflection on article due at end of week.

16-24 de marzo	Vacaciones de primavera
25-27-29 de marzo	View and Discuss 2 videos in Spanish on patient rights and confidentiality. Articles will be summarized to review <i>various grammar points covered thus far</i> . Explicar una situación . (No reflection as students will be preparing for role playing activity the following week based on readings and videos.) (iv) Online grammar quiz on object pronouns. Discussion 5
1-3-5 de abril	Role playing activity - video captured for Peer and Instructor Review - incorporating cultural issues, prevention intervention and family therapy theories. Léxico 2 de 40 palabras para entregar .
8-10-12 de abril	Read and Discuss 2 professional articles in Spanish on early childhood and domestic violence. Summarize the articles to use for <i>grammar explanation on preterit and imperfect</i> . Online explanation on preterit and imperfect in their use in description —Guest speaker from professional field to talk to class. Discussion 6
15-17-19 de abril	Read and Discuss 2 professional articles in Spanish on early childhood and pre-health. Summarize the articles to work on <i>preterit and imperfect and recycle phrasal verbs</i> (online practice of these) —Guest speaker from professional field to talk to class. Discussion 7
22-24-26 de abril	Read and Discuss 2 videos in Spanish discuss on autism and early childhood—. Guest speaker to talk to class. Monday— (v) Grammar quiz online on preterit and imperfect. (5.) Oral Reflection on Guest speakers.
29-1-3 de mayo/ abril	Read and Discuss 1 professional article and 1 video in Spanish on couples therapy. Summarize article to use as <i>review of grammar covered</i> during the semester.—work on recording role playing and self critique. Discussion 8
6-8-10 de mayo	Role playing & written portion for Final Project Assignment . Léxico #3 de 40 palabras para entregar .
14 de mayo	Role Playing- written portion previously handed in oral in class. Day of Final 14 de mayo 7:30-9:30am





FUNCIONES DE LA FAMILIA

