Inside:

Description & Objectives
The primary objective is to develop the student’s Spanish for use in the professional workplace in a formal and informal manner. Our specific goals are that at the end, the student will be able to:
1.) Find cultural elements in oral and written texts and interpret linguistic cues to infer social relationships when corresponding, interviewing, or counseling Spanish-speaking clients,
2.) Identify and summarize the main points and significant details and make appropriate inferences and predictions from a written or spoken source in Spanish,
3.) Adopt techniques appropriate for family dynamics in a multicultural environment,
4.) Describe, narrate, and present information or persuasive arguments on HDFS/Social Sciences topics with grammatical control and good pronunciation.
5.) Write a cohesive and coherent letter, email, or report in reaction to a text on a personal, academic, cultural or social issue, with control of grammar and syntax.

Materials & Assessment
The course offers the student of Social Sciences such as HDFS, Social Work and Psychology, the opportunity to develop the ability to communicate in Spanish with the Spanish speaking client. It offers the student the opportunity to see where they might have gaps when it comes to cultural sensitivity in communicating with a client. It offers ample practice with written, academic Spanish as it encourages critical thinking skills. In addition, the students will perfect their oral abilities as they develop a professional vocabulary that deals with the Social Sciences.

Materials & Components
The readings & links to blogs/videos, etc. will be in Canvas.
* A Spanish/English dictionary or online access to one.

Interviews/Written & Oral Expression/Quizzes
The readings & links to blogs/videos, etc. will be in Canvas.

Readings & Notice
The readings & links to blogs/videos, etc. will be in Canvas.

Academic Integrity

Plagiarism & Additional Information

The 5 C’s/One more notice & the calendar

Professor’s Information:
Professor: Andrea R. Purdy
Email: Andrea.Purdy@colostate.edu
Office: Clark C115

* Office Hours: 10:00-11:00 MWF’s see link in Canvas for these open hours; 2:00-3:30 Tuesdays* & Thursdays.
*These hours are scheduled on Zoom and are more for the pre- and re-evaluation of credits for Study Abroad, but you are welcome to sign up for those hours, but YOU HAVE TO SIGN UP by clicking the underlined link—Or set up another time.

Class Hours: 12:00-12:50 MWF
Class Room: Stadium 1213

Grading Scale
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
There are no exams during the semester. Instead, there will be a written case summary and an oral presentation that will form part of the final assignment. This will incorporate the techniques practiced during the semester that include interviewing, interpreting verbal and non-verbal cues and cultural and social elements encountered when working with the Spanish speaking community. No make-ups. (20%)

Each student will provide three (3) written reflections and two (2) oral ones recorded on Canvas over the readings and videos. These will all be turned in online. (15 & 10%).

There will also be two Role Plays(2) to rehearse various professional situations where the student will explain a theme that deals with his/her area of study dealing with a medical or behavioral issue, prevention/intervention, delayed development, etc. (15%)

Discussions – you will have the opportunity to discuss articles, videos, etc. read for class on Canvas so that we can then talk about them in class. You will also turn in a final reflection on the class during finals week. (15%)

Lexicon - 90 new words – 15%

Taken from the various readings and videos during the semester, you will create a Lexicon of new words that deal with your field of interest. In your written pieces, you will be asked to include 5 new words underlined. (15%) www.wordreference.com

Example for the Lexicon

1. 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. Synonyms: alquilar, rentar, contratar.

3. Derivations from the same root – (at least two. If not found- write (Not found)

arrendamiento, arrendatario, arrendado

4. Examples: Uno viene del lugar donde lo encontraste y una oración creada por ti.

- Mi mejor amigo arrendó un departamento muy pequeño en el centro comercial.
- El club de español piensa arrendar un salón del Centro Lincoln para su fiesta anual.

Notice

The professor reserves the right to make changes to the syllabus when necessary. Sufficient notice will be given beforehand if such is the case. It is your responsibility to carefully read the syllabus. Ask questions right away. Don’t wait until the end of the semester. Go to Canvas daily to make sure you are up to date with all the class work.

¡If you have questions, ASK!!
Academic integrity

From the CSU General Catalog - “ACADEMIC INTEGRITY
Academic dishonesty (see examples below) undermines the educations 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.

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:

"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.

Additional information

IMPORTANT: By remaining in the class you indicate you have read the syllabus and agree to do all the assignments as presented. Since most of the materials and all assignments are in Spanish, you should have a solid written and oral ability in Spanish. You are also responsible for reading all assignments prior to class, particularly if your language skills may not be sufficiently advanced to easily participate in class discussions.

"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
MAKE-UP POLICY:
Absences will be excused only in the case of verifiable illness or other legitimate emergency (with supporting documentation). A notice from Student Case Management works but you must remember to go to Student Case Management to provide appropriate notice of an illness or issue.

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, 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 language student 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.[…]

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 every-day 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.
### CALENDAR:
You are responsible for daily checking in on Canvas to check on assignments. Canvas will be used for announcements and email correspondence.

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Lecture Content</th>
</tr>
</thead>
</table>
| 19-21 de enero      | Read and Discuss 2 selected professional articles in Spanish on cultural issues in the field of Human Development and Family Studies. From 2 summaries of the articles, we will use them to reexamine the grammar for that week - Description and Ser, Estar and Haber. For Friday’s class, we will work in groups on presenting and describing an issue.  
 **(1.) Written reflection on article due in a week.**  
 Grammar explanation on Ser, Estar and Haber use in description available on Canvas. |
| 24-26-28 de enero   | 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 and then work on adding information 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** |
| 31 de enero y 2-4 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. Grammar covered will be phrasal verbs from the corpora created for the class with a focus on the present tense and its aspects. |
| 7-9-11 de feb.      | View and Discuss 2 videos in Spanish on patient rights and confidentiality.  
 **(ii) Online grammar quiz on phrasal verbs and present tense. Discussion 2** |
| 14-16-18 de feb.    | **Role playing activity 1 - video captured for Instructor Review - incorporating cultural issues, description of issues and patient intake. One on one conversation with instructor who is playing the role of person trying to set up a first-time therapy appointment.** |
| 21-23-25 de feb.    | 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** |
| 28-de feb y 2-4 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. Lexicon #1 30 words turn in Discussion 4** |
| 7-9-11 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.** |
<table>
<thead>
<tr>
<th>Fecha</th>
<th>Actividad</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-18 de marzo</td>
<td>Vacaciones de Primavera</td>
</tr>
<tr>
<td>21-23-25 de marzo</td>
<td>View and Discuss 2 videos in Spanish on patient rights and confidentiality. Articles will be summarized to review various grammar points covered thus far. Explain a situation #2. (No reflection as students will be preparing for role playing activity the following week based on readings and videos.) (iv) <strong>Online grammar quiz on object pronouns. Discussion 5</strong></td>
</tr>
<tr>
<td>28-30 de marzo y 1 de abril</td>
<td><strong>Role playing activity 2</strong> - video captured for Instructor Review - incorporating cultural issues, prevention intervention and family therapy theories. Each student will explain a disorder or behavioral issue with instructor and define the term, explain treatments and outcomes. <strong>Lexicon #2 30 words turn in.</strong></td>
</tr>
<tr>
<td>4-6-8 de abril</td>
<td>Read and Discuss 2 professional articles in Spanish on early childhood and domestic violence. Summarize the articles to use for <strong>grammar explanation on preterit and imperfect.</strong> <strong>Online explanation on preterit and imperfect in their use in description</strong>—Guest speaker from professional field to talk to class. <strong>Discussion 6</strong></td>
</tr>
<tr>
<td>11-13-15 de abril</td>
<td>Read and Discuss 2 professional articles in Spanish on early childhood and pre-health. Summarize the articles to work on <strong>preterit and imperfect and recycle phrasal verbs</strong> (online practice of these)—Guest speaker from professional field to talk to class. <strong>Discussion 7</strong></td>
</tr>
<tr>
<td>18-20-22 de abril</td>
<td>Read and Discuss 2 videos in Spanish discuss on autism and early childhood—. Guest speaker to talk to class. Monday—(v) <strong>Grammar quiz online on preterit and imperfect. (5.) Oral Reflection on Guest speakers.</strong></td>
</tr>
<tr>
<td>25-27-29 de abril</td>
<td>Read and Discuss 1 professional article and 1 video in Spanish on couples’ therapy. Summarize article to use as <strong>review of grammar covered</strong> during the semester—work on recording role playing and self-critique. <strong>Discussion 8</strong></td>
</tr>
<tr>
<td>2-4-6 de Mayo</td>
<td><strong>Role playing 3 &amp; written portion</strong> for Final Project Assignment. This final role play involves closing a case both formally (written to file in patient record) and have a final conversation with a patient terminating treatment. <strong>Lexicon #3 30 words turn in.</strong></td>
</tr>
<tr>
<td>11 de mayo</td>
<td><strong>Reflection on class. Final Exam Date</strong></td>
</tr>
</tbody>
</table>

**Statement of Support of Survivors of Interpersonal Violence**

I am aware that many of my students have been or will be impacted by interpersonal violence at some point in their lifetime. This form of violence and a victim-blaming culture can impact academic performance. It is important that survivors find my class affirming, supportive and trauma informed. If you are a survivor of sexual harassment, sexual assault, dating violence, domestic violence, stalking and/or childhood sexual abuse, know that you are not alone. If at any point your academic performance in my class is impacted by past or recent trauma, please keep me informed on how I can best support you. If you prefer, the confidential victim advocates with the Victim Assistance Team can assist you with this communication by requesting accommodations and/or providing me with feedback on how to support you. Confidential Victim Advocates through the Victim Assistance Team in the Women and Gender Advocacy Center are available 24 hours a day, 365 days a year to provide support at (970) 492-4242.
Important information for students:
Masks are required inside university buildings. You must also meet university vaccine or exemption requirements.

All students are expected and required to report to the COVID Reporter (https://covid.colostate.edu/reporter/) when:

- You suspect you have symptoms of COVID, regardless of whether or not you are vaccinated and even if your symptoms are mild
- You have tested positive for COVID through a non-CSU testing site, such as home test or test at a pharmacy
- You believe you may have been exposed to COVID go to the COVID Reporter and follow the guidance under “I believe I have been in close contact with someone who has COVID-19.” This guidance will depend upon your individual circumstances

You will not be penalized in any way for reporting symptoms or concerns.

Do not ask me as your instructor to report for you. It is your responsibility to report through the COVID Reporter promptly.

As your instructor I may not ask you about vaccination status or if you have COVID but you may freely volunteer to send me information from a public health official if you have been asked to isolate or quarantine.

When you complete the COVID Reporter, the CSU Public Health office is notified. Once notified, that office will contact you and, depending upon each situation, will conduct contact tracing, initiate any necessary public health requirements and notify you if you need to take any steps.

If you do not have internet access to fill out the online COVID-19 Reporter, please call (970) 491-4600.

For the latest information about the University’s COVID resources and information, including FAQs about the spring semester, please visit the CSU COVID-19 site https://covid.colostate.edu/.

Guía comunitaria:

- Estar presente, ser abierto, honesto y auténtico
- Hablar de experiencia personal: usar frases de “yo” para compartir pensamientos y sentimientos
- Escuchar activamente y con respeto
- Compartir tiempo: animar a que otros participen
- Mostrar una actitud y deseo de aprender de sí mismo y de otros
- Ser abierto a perspectivas nuevas y diferentes
- Respetar y mantener la confidencialidad—lo que se compartimos aquí, se queda aquí, lo que aprendemos aquí se lleva de aquí
- Ser consciente del impacto de la identidad en nuestras discusiones—se permite un ‘re-hacer’ (do-over)
- Confiar que el diálogo nos va a llevar a una comprensión más profunda
- Ser atento