



## SEVI 303 – Health and the Hispanic Community

Instructor: Irene Ramos Arbolí

Email: [irene@cinecu.com](mailto:irene@cinecu.com)

### COURSE DESCRIPTION:

Welcome to *Salud y la comunidad hispana*, a course where we will learn and explore cultural aspects in the field of health and health care services with a focus on Hispanic populations. Classes will be taught in Spanish, the primary language in most of our readings. This course aims for students to: boost their understanding of cultural competence as a process that reflects on our ongoing attitudes toward the community and ourselves; think critically when evaluating health care systems; gain interest in helping to alleviate power inequities in our society; and work hand in hand with people and organizations that defend a fair health care system for those who need it the most, particularly within the Hispanic and immigrant populations.

### COURSE OBJECTIVES:

To contribute with a culturally and linguistically relevant communication with Spanish-speaking participants in Hispanic contexts, this course has the following objectives:

- 1) Understand the definitions of culture and related concepts (e.g., identity) when communicating health.
- 2) Learn more about the so-called “Hispanic community” in the US, developing an insight to the cultural values of their relationship with their health and well-being.
- 3) Expand their knowledge of the health care system in the United States and learn about the Spanish system, being able to compare and contrast them critically.
- 4) Comprehend the health care system in Spain and how to navigate through its cultural aspects in the Spanish community.
- 5) Explain Hispanic culture influences on their health attitudes, beliefs and practices.
- 6) Describe current demographic changes in the United States and Spain due to immigration and how they affect health care situations.
- 7) Learn about strategies for ensuring equity in health contexts for the Hispanic population, particularly immigrants.
- 8) Increase cultural competence and cultural humility concerning the Hispanic patient and their families.
- 9) Gain a global, comprehensive perspective on the experiences of Hispanics, both immigrants and non, as health care patients in different contexts.
- 10) Make stronger connections with the Hispanic community while working with Spanish organizations devoted to help others.

Overall, the course has a strong component in written and oral communication in Spanish. Emphasis will be given to verbal discussions about health-related topics as well as individual and group presentations. Students will be asked to come to class prepared and ready to engage in conversation. Active discussion and critical analysis contrasting cultural and health-related aspects between Spain and the United States are crucial points of this course. Additionally, by the end of semester, students should expect to be able to perform in formal and informal contexts and to communicate efficiently and appropriately. Lastly, students will be asked to regularly reflect on their experiences during their internships and with their host families, and to think critically about the Spanish culture in Andalucía and how it compares and differentiates from that of the US.

### CLASS ATTENDANCE & ABSENCES

You are expected to attend classes on a regular basis, take all exams as scheduled by the professor, and turn in written work as required for the individual course. In no case will the UNC-CINECU staff come to your defense if you receive a low grade in a course due to your failure to attend class or to turn in written work. None of the assignments that appear on the course syllabus (including exams, deadlines, quizzes, etc...) will be rescheduled due to student's personal travels or for any other personal matter, such as the visit of friends or relatives.

Additionally, students are responsible for all the material and assignments that appear on the course syllabus for the given dates, whether the student is in class or not. If a student misses any assignment (quiz, homework, test, etc.) due to an absence, he/she will automatically receive a "0", and no make-ups will be allowed, unless there was a legitimate medical excuse for the absence.

In the same vein, it is of utmost importance to notify your instructor if you know ahead of time that you will be missing classes or the very day you miss a class. Contact your instructor via email to let her know. In the same vein, is *your* responsibility to get informed of what was covered in class the day you missed and to ask for any homework or assignment. It is strongly recommended to keep in touch with, at least, another classmate whenever situations like these may occur, and you can also ask your instructor for assistance.

### MAKE-UP WORK:

There will be several assignments and assessments in this course with fixed dates. Failing to submit a project on time or missing a quiz or exam may ONLY be excused with legitimate justification, such as a doctor's note. Be proactive and talk to your instructor before or as soon as possible after missing an assignment or test. You can always turn in assignments earlier too if you know you will be absent for whatever reason.

In the event of an emergency, the student should make direct contact with the course instructor, preferably before class or when an assignment or exam takes place. Once again, with valid, legitimate documentation, student and instructor may develop a plan for that make-up work. It is the student's responsibility to secure the necessary documentation. If you miss a final exam due to illness or other legitimate reason, you are expected to reschedule the exam with the professor and remain in Sevilla until you complete the requirements for the course. It will not be possible to make up work in the U.S.

## EMAIL CORRESPONDENCE AND ETTIQUETE:

The instructor will respond to all inquiries, questions, and other electronic correspondence within a timely manner —within 48 hours. All email messages from the instructor will be sent to the student’s university email address. Please be courteous and professional when addressing your instructor, and remember you are emailing, not texting. Your instructor may not respond to emails sent after 10pm, so plan accordingly.

## ASSIGNMENTS:

<b>Preparation &amp; Participation</b>	15%
<b>Presentations:</b>	20%
(1) Individual	
(1) In pairs	
<b>Internship Journal</b>	10%
<b>Final presentation</b>	5%
<b>Oral exam</b>	10%
<b>Midterm</b>	20%
<b>Final Exam</b>	20%

### Preparation and Participation (15%)

Students are highly encouraged to come to class prepared (i.e., having read the material AND having done the homework assigned for the day) and ready to actively participate in class discussions and activities, both at the individual and class level. Simply coming to class does *not* necessarily mean participating. Participation entails volunteering to propose and answer questions, contributing with relevant topics for discussion to class, showing a positive attitude and willing disposition to work in groups or individually, not abusing technology in class, etc.

#### *Important Note on Cellphone and Laptop abuse:*

Texting or using your cellphone or laptop for non-course-related tasks is prohibited in this class. It is distracting to you and the class and it is disrespectful to others, including your instructor. Please put your cellphone away (i.e., out of sight) and in silent mode during class time. You can ask for permission to use your cellphone or laptop occasionally to look up words in Spanish (e.g., *Wordreference*) but for short periods of time. The same applies to the use of laptops: do not use them to check email, chat, or do any other activity unrelated to class. Students who do not follow this rule will receive a warning followed by a negative participation grade for the day.

### Presentations (20%)

**Individual (10%):** Each student will be asked to do *one* individual presentation. The student will have two options: either select one reading from those available on the syllabus or find one article online of his/her interest. The presentation must include: 1) a summary of the main points, 2) their impressions on

the reading, e.g., was it interesting, boring, complex, shocking, etc., and why, and 3) one new word, at least, learned from the reading and its definition in context –i.e., with an example. If the student chooses to select an article or piece of news (“noticia”) outside the syllabus, it must come from a legitimate, reliable source *in Spanish* (e.g., an online or print newspaper, magazine, website, etc.) of his/her interest related to health care and the Hispanic community. Students must send the link (or other original source) to the instructor prior the presentation. The actual source and year of publication must be included in the presentation as well. Regardless of the student’s option, he/she will guide the presentation, pose questions for their classmates, and encourage their classmates to discuss them collectively. Presentations will last *30 mins* approximately, where the presenters are recommended to devote 10-15 mins to the presentation and use the remaining time leading the discussion.

***In pairs (10%):*** Students will be asked to conduct *one* presentation in pairs. This presentation will follow the same parameters as the individual presentation. The two students will select one reading from those available on the syllabus *only*, and they will present it to the class. The presentation must include: 1) a summary of the main points, 2) their impressions on the reading, e.g., was it interesting, boring, complex, shocking, etc., and why, and 3) one new word, at least, learned from the reading and its definition in context –i.e., with an example. Students will guide the presentation, pose questions for their classmates, and encourage their classmates to discuss them collectively. Presentations will last *30 mins* approximately, where the presenters are recommended to devote 10-15 mins to the presentation and use the remaining time leading the discussion. The rubrics for both presentations can be found on *Appendix 1* and *2* on page 12.

### **Internship Journal (10% + 5%)**

Every week after internships begin, students will be asked to keep track of their activities and experiences in the form of a journal. In this assignment, students will reflect on their personal development at the center where they will be helping. Journal entries may include but are not limited to: students’ feelings, frustrations, communications achievements and language-barrier encounters, comfortable and/or uncomfortable situations, meetings, etc. Each entry will be typed in Spanish using *Word* and it should not exceed one page (i.e., between 380-400 words), using Times New Roman font 12, single-spaced. Remember this must be your own work (no plagiarism!) and it is expected to be thoughtful and original. Every week, students are to submit their corresponding entries to their instructor no later than 24h before our first weekly meeting (e.g., if our class meets on Mondays and Wednesdays at 5:00pm, each submission must be made *by* the previous Sunday, at 5pm at the latest). This assignment will help students keep up with all the interesting things they will be doing and also serve as a starting point for their ultimate internship project at their university. The rubric to evaluate this assignment can be found on *Appendix 3*, page 13.

There will be an individual final presentation at the end of the semester where students will share their unique experiences with their classmates and instructor. The presentation will require the use of technology (e.g., *PowerPoint*, *Prezi*, etc.), it will last no more than 20 mins per student and it will be 5% of the total grade for this assignment. Detailed information and the rubric to evaluate the presentation is on *Appendix 4*, pages 13-14.

### Oral exam (10%)

The oral exam will consist on a one-on-one 10-15min “conversation”/ monologue with the instructor discussing possible topics previously practiced in class. Students will be given the list of topics in advance and will be asked to talk about them as comprehensively as possible, providing concrete definitions and examples. Their opinions on some topics may also be asked, in which case students should be ready to provide examples supporting their reasoning. The list of specific topics will be assigned 2 weeks prior to the exam. Exact date of Oral Exam: TBA. A detailed rubric for the oral exam can be found on page 15.

### Midterm (20%)

The midterm will include topics and concepts covered during class discussions, visits to organizations and health care facilities, and by guest speakers. The exam will be taken in written form in class, and the format of the questions will vary. More information will be provided as the date of the exam approaches. Exact date of Midterm: TBD.

### Final Exam (20%)

The final exam will follow the same premises as the midterm. It will include topics and concepts covered during class discussions, visits to organizations and health care facilities, and guest speakers’ talks. Special emphasis will be given to material covered in the second half of the semester. The exam will be taken in class, in written form, and the questions’ format will be varied. More information will be provided as the date of the exam approaches..

### SEVI – 303 Salud y la comunidad hispana – Calendario del curso –

<b>LISTA DE LECTURAS Y ACTIVIDADES DEL CURSO*</b>	
<b>Semana 1</b>	<ul style="list-style-type: none"><li>● <b>Introducción al curso – Presentación del syllabus</b></li><li>● <b>Diversidad cultural y étnica en los Estados Unidos</b></li></ul> <p><i>Lecturas de la semana:</i></p> <ul style="list-style-type: none"><li>- Dutta, M.J. (2008), Introduction &amp; Chapter 1: ‘Culture in Health Communication’, en <i>Communicating Health: A Culture-Centered Approach</i>.</li></ul>
	<p>La población hispana 2010: Informe del Censo 2010. Tomado de <a href="https://www.census.gov/prod/cen2010/briefs/c2010br-04sp.pdf">https://www.census.gov/prod/cen2010/briefs/c2010br-04sp.pdf</a></p> <ul style="list-style-type: none"><li>- Criado, M.J. (2003). La población hispana en Estados Unidos de América: Asimilación y diferencia. <i>Revista Internacional de Sociología (RIS)</i>, Sept.-Dic. Pp. 171-206.</li><li>- Rodríguez Soriano, M.O. (2015). Latinos en los Estados Unidos: Demografía, transnacionalismo, culturas e identidades. <i>Novedades en Población</i>, 210, p.p. 49-64. Tomado de <a href="http://scielo.sld.cu/pdf/rnp/v11n21/rnp040115.pdf">http://scielo.sld.cu/pdf/rnp/v11n21/rnp040115.pdf</a></li></ul>
<b>Semana 2</b>	<ul style="list-style-type: none"><li>● <b>Identidad cultural en la comunidad hispana de los Estados Unidos</b></li></ul> <p><i>Lecturas de la semana:</i></p> <ul style="list-style-type: none"><li>- Dutta, M.J. (2008), Chapter 4: ‘Culture, Identity, and Health’, en <i>Communicating Health: A Culture-Centered Approach</i>.</li></ul>

	<ul style="list-style-type: none"> <li>- Witzig, R. (2013). El derecho a la identidad: implicaciones del uso de la raza asignada subjetivamente en el cuidado de la salud en los Estados Unidos de América. <i>Medicina Social</i>, 7, p.p. 42-52.</li> <li>- Criado, M.J. (2003). La población hispana en Estados Unidos de América: Asimilación y diferencia. <i>Revista Internacional de Sociología (RIS)</i>, Sept.-Dic. Pp. 195-202.</li> </ul>
<b>Semana 3</b>	<ul style="list-style-type: none"> <li>• <b>Racismo y discriminación en un contexto de diversidad</b></li> </ul> <p><i>Lecturas de la semana:</i></p> <ul style="list-style-type: none"> <li>- The Paul J. Aicher Foundation. (2006). <i>Cómo enfrentar el racismo en una nación diversa</i>. Tomado de <a href="https://www.everyday-democracy.org/sites/default/files/attachments/Como-enfrentar-el-racismo-en-una-nacion-diversa.pdf">https://www.everyday-democracy.org/sites/default/files/attachments/Como-enfrentar-el-racismo-en-una-nacion-diversa.pdf</a></li> <li>- Newby, C. A. &amp; Dowling, J. A. (2008). La problemática de las categorías raciales en Estados Unidos: El caso de los afrocubanos. <i>Migraciones Internacionales</i>, 4, p.p. 51-77.</li> <li>- <i>Naciones Unidas: Derechos Humanos: “Terminar con la discriminación”</i>, tomado de <a href="http://www.ohchr.org/SP/AboutUs/Pages/AnEndToDiscrimination.aspx">http://www.ohchr.org/SP/AboutUs/Pages/AnEndToDiscrimination.aspx</a></li> </ul>
<b>Semana 4</b>	<ul style="list-style-type: none"> <li>• <b>Inmigración mexicana en los Estados Unidos y su impacto en la salud pública</b></li> </ul> <p><i>Lecturas de la semana:</i></p> <ul style="list-style-type: none"> <li>- Secretaria de Gobernación, Consejo Nacional de Población. (2013, Octubre) 1era. Ed. <i>Migración y salud: inmigrantes mexicanos en los Estados Unidos</i>. Tomado de <a href="http://healthpolicy.ucla.edu/publications/Documents/PDF/migrationreport-oct2013-spanish.pdf">http://healthpolicy.ucla.edu/publications/Documents/PDF/migrationreport-oct2013-spanish.pdf</a></li> </ul>
	<ul style="list-style-type: none"> <li>- Secretaria de Gobernación, Consejo Nacional de Población. (2012, Octubre) 1era. Ed. <i>Migración y salud: Jóvenes inmigrantes mexicanos en los Estados Unidos</i>. Tomado de <a href="http://www.conapo.gob.mx/en/CONAPO/Migracion_y_Salud_Jovenes_inmigrantes_mexicanos_en_Estados_Unidos">http://www.conapo.gob.mx/en/CONAPO/Migracion_y_Salud_Jovenes_inmigrantes_mexicanos_en_Estados_Unidos</a></li> </ul>
<b>Semana 5</b>	<ul style="list-style-type: none"> <li>• <b>Perfil de morbilidad y mortalidad de los hispanos en los Estados Unidos: Factores de riesgo y condiciones de salud</b></li> </ul> <p><i>Lecturas de la semana:</i></p> <ul style="list-style-type: none"> <li>- <i>CDC: Centro para el Control y la Prevención de Enfermedades</i>. “La salud de los hispanos en los Estados Unidos”. Tomado de: <a href="https://www.cdc.gov/spanish/mediosdecomunicacion/comunicados/p_vs_saludhispanos_050515.html">https://www.cdc.gov/spanish/mediosdecomunicacion/comunicados/p_vs_saludhispanos_050515.html</a></li> <li>- Smith, C. A. S. &amp; Barnett, E. (2005). Diabetes-related mortality among Mexican Americans, Puerto Ricans, and Cuban Americans in the United States. <i>Revista Panamericana de Salud Publica</i>, 18, p.p. 381-387.</li> </ul>
	<p>** Visita a la asociación <i>Médicos del Mundo</i>**</p> <p>Página web: <a href="https://www.medicosdelmundo.org/quienes-somos/sedes/medicos-del-mundo-andalucia">https://www.medicosdelmundo.org/quienes-somos/sedes/medicos-del-mundo-andalucia</a></p>

<p><b>Semana 6</b></p>	<ul style="list-style-type: none"> <li>• <b>Acceso a servicios de salud culturalmente apropiados</b></li> </ul> <p><i>Lecturas de la semana:</i></p> <ul style="list-style-type: none"> <li>- Alliance for Health Reform. (2013). Cubriendo temas de salud; edición 7a. Capítulo 2 - Los costos de la atención médica.</li> <li>- Alliance for Health Reform. (2013). Cubriendo temas de salud; edición 7a. Capítulo 4 - calidad de la atención.</li> </ul>
	<ul style="list-style-type: none"> <li>- National Standards for Culturally and Linguistically Appropriate Services (CLAS): <a href="https://www.thinkculturalhealth.hhs.gov/pdfs/EnhancedNationalCLASStandards.pdf">https://www.thinkculturalhealth.hhs.gov/pdfs/EnhancedNationalCLASStandards.pdf</a></li> </ul> <p>+++Repaso para el midterm+++</p>
<p><b>Semana 7</b></p>	<p style="text-align: center;"><b>MIDTERM</b></p>
<p><b>Semana 8</b></p>	<ul style="list-style-type: none"> <li>• <b>Impacto de la Reforma del sector salud y ACA</b></li> </ul> <p><i>Lecturas de la semana:</i></p> <ul style="list-style-type: none"> <li>- Alliance for Health Reform. (2013). Cubriendo temas de salud; edición 7a. Capítulo 1 - la ley de protección al paciente y cuidado de salud asequible.</li> <li>- Halliwell, P. &amp; Wilber, K. H. (2006, mayo). El impacto del seguro social en la comunidad latina. Latinos y el seguro social; informe de investigación. ECLA: Centro de Investigación de Políticas de Envejecimiento.</li> </ul>
	<ul style="list-style-type: none"> <li>- Stimpson, J.P., Shaw-Sutherland, K., &amp; Wang, Y. (2013, marzo). Impacto de la reforma de salud y la ley del cuidado de salud a bajo precio (ACA) en los Latinos e Inmigrantes en el Área Metropolitana de Omaha-Council Bluffs.</li> <li>- Alliance for Health Reform. (2013). Cubriendo temas de salud; edición 7a. Capítulo 5 - innovación y reformas</li> </ul>
<p><b>Semana 9</b></p>	<ul style="list-style-type: none"> <li>• <b>Desigualdad e Iniquidad en salud pública</b></li> </ul> <p><i>Lecturas de la semana:</i></p> <ul style="list-style-type: none"> <li>- Alliance for Health Reform. (2013). Cubriendo temas de salud; edición 7a. Capítulo 12 - desigualdades</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>La salud pública en España; enfoque en Andalucía</b></li> <li>- Sistema Nacional de Salud (SNS), Ministerio de Sanidad, Servicios Sociales e Igualdad. Tomado de: <a href="https://www.msssi.gob.es/organizacion/sns/docs/sns2012/SNS012_Espanol.pdf">https://www.msssi.gob.es/organizacion/sns/docs/sns2012/SNS012_Espanol.pdf</a></li> <li>- Sistema de información sanitaria del sistema nacional de salud, Ministerio de Sanidad, Servicios Sociales e Igualdad. Tomado de: <a href="https://www.msssi.gob.es/estadEstudios/estadisticas/sisInfSanSNS/pdf/SISNS.pdf">https://www.msssi.gob.es/estadEstudios/estadisticas/sisInfSanSNS/pdf/SISNS.pdf</a></li> <li>- El servicio andaluz de salud: un servicio sanitario público. Estructura y funciones. Organización y servicios. Tomado de: <a href="http://www.juntadeandalucia.es/servicioandaluzdesalud/principal/documentosAcc.asp?pagina=gr_conocerelSAS">http://www.juntadeandalucia.es/servicioandaluzdesalud/principal/documentosAcc.asp?pagina=gr_conocerelSAS</a></li> </ul>

<p><b>Semana 10</b></p>	<ul style="list-style-type: none"> <li>• <b>El Servicio Andaluz de Salud (SAS) – Una visión de conjunto</b></li> </ul> <p>**Visita informativa de profesional sanitario invitado: Lola Picón Valero, diplomada en Enfermería y directora de Gestión Económica del Distrito Sanitario**</p>
	<ul style="list-style-type: none"> <li>• <b>Racismo y discriminación en la sociedad española</b></li> </ul> <p><i>Lecturas de la semana:</i></p> <ul style="list-style-type: none"> <li>- Comisión Española de Ayuda al Refugiado (CEAR): Informe sobre discriminación de personas migrantes y refugiadas en España. Tomado de: <a href="https://www.cear.es/wp-content/uploads/2017/02/Informe-discriminaci%C3%B3n.pdf">https://www.cear.es/wp-content/uploads/2017/02/Informe-discriminaci%C3%B3n.pdf</a></li> <li>- <i>El País</i>: Ortega Dolz, Patricia (2016). El racismo es la primera causa de los delitos de odio. Tomado de: <a href="https://politica.elpais.com/politica/2016/03/17/actualidad/1458240575_940994.html">https://politica.elpais.com/politica/2016/03/17/actualidad/1458240575_940994.html</a></li> </ul>
<p><b>Semana 11</b></p>	<ul style="list-style-type: none"> <li>• <b>Inmigración en España y su impacto en la salud pública</b></li> </ul> <p><i>Lecturas de la semana:</i></p> <ul style="list-style-type: none"> <li>- Estadísticas de migraciones 2016. Tomado del Instituto Nacional de Estadísticas: <a href="http://www.ine.es/prensa/cp_2017_p.pdf">http://www.ine.es/prensa/cp_2017_p.pdf</a></li> <li>- Atención a las personas inmigrantes. Consejería de igualdad y políticas sociales. Tomado de: <a href="http://www.juntadeandalucia.es/organismos/igualdadypolicassociales/areas/inclusion/migraciones/paginas/atencion-inmigrantes.html">http://www.juntadeandalucia.es/organismos/igualdadypolicassociales/areas/inclusion/migraciones/paginas/atencion-inmigrantes.html</a></li> <li>- <i>El País</i>: Precedo, José (2014). Docenas de inmigrantes son llevados a pisos de ONG por el colapso de los CIE. Tomado de: <a href="https://politica.elpais.com/politica/2014/08/14/actualidad/1408046085_682800.html">https://politica.elpais.com/politica/2014/08/14/actualidad/1408046085_682800.html</a></li> </ul>
	<ul style="list-style-type: none"> <li>- Guerra Salas, Luis (2011). El discurso periodístico sobre la inmigración latinoamericana en España: el corpus de noticias INMIGRA. Tomado de: <a href="http://lym.linguas.net/Download.axd?type=ArticleItem&amp;id=87">http://lym.linguas.net/Download.axd?type=ArticleItem&amp;id=87</a></li> <li>- <i>Médicos del Mundo</i>: Inmigración. Tomado de: <a href="https://www.medicosdelmundo.org/que-hacemos/espana/inmigracion">https://www.medicosdelmundo.org/que-hacemos/espana/inmigracion</a></li> </ul>
<p><b>Semana 12</b></p>	<ul style="list-style-type: none"> <li>• <b>Servicios en la comunidad española: contra la desigualdad e inequidad. Globalización y Salud.</b></li> </ul> <p><i>Lecturas de la semana:</i></p> <ul style="list-style-type: none"> <li>- Servicios sociales comunitarios. Consejería de Igualdad y políticas sociales. Tomado de: <a href="http://www.juntadeandalucia.es/organismos/igualdadypolicassociales/areas/inclusion/servicios-comunitarios.html">http://www.juntadeandalucia.es/organismos/igualdadypolicassociales/areas/inclusion/servicios-comunitarios.html</a></li> <li>- <i>El País</i>: Sevillano, Elena &amp; Fernández, María (2015). La salud privada despega con la crisis, tomado de: <a href="https://elpais.com/economia/2015/09/11/actualidad/1441989855_977941.html">https://elpais.com/economia/2015/09/11/actualidad/1441989855_977941.html</a></li> <li>- Dutta, M.J. (2008), Introduction &amp; Chapter 10: ‘Health, Culture, and Globalization’, en <i>Communicating Health: A Culture-Centered Approach</i>.</li> </ul>

	<b>**EXÁMENES ORALES**</b>
Semana 13	+++ PRESENTACIONES de <i>INTERNSHIP JOURNALS</i> +++
	+++ PRESENTACIONES de <i>INTERNSHIP JOURNALS</i> +++
	Último día de clases +Sesión de repaso para el examen final+
Semana 14	EXÁMENES FINALES <b>EXAMEN FINAL ESCRITO</b>

*\* This content is subject to modification throughout the semester.*

**APPENDIX 1:**

**Individual Presentation rubric**

1. The main ideas of the article are summarized in an organized, thorough and cohesive manner.

Points: \_\_\_\_\_ /2

2. Impressions on the reading are thoughtfully pointed out.

Points: \_\_\_\_\_ /1

3. The meaning of the newly learned word is explained clearly.

Points: \_\_\_\_\_ /1

4. The proposed questions are thought-provoking and relevant to the reading, and they facilitate further discussion.

Points: \_\_\_\_\_ /2

5. Overall, the presentation is well-delivered. The student makes an effort to integrate the topic with other themes previously discussed in class.

Points: \_\_\_\_\_ /4

**Total points: \_\_\_\_\_ /10**

**APPENDIX 2:**

**Presentation in Pairs rubric**

1. The main ideas of the article are summarized in an organized, thorough and cohesive manner.

Points: \_\_\_\_\_ /2

2. Impressions on the reading are thoughtfully pointed out.

Points: \_\_\_\_\_ /1

3. The meaning of the newly learned word is explained clearly.

Points: \_\_\_\_\_ /1

4. The proposed questions are thought-provoking and relevant to the reading, and they facilitate further discussion.

Points: \_\_\_\_\_ /2

5. Overall, the presentation is well-delivered. The presentation is equally distributed between the students, who successfully integrate the topic with other themes previously discussed in class.

Points: \_\_\_\_\_ /4

**Total points: \_\_\_\_\_ /10**

### APPENDIX 3:

#### Internship Journal rubric

Evaluation criteria for an “A” entry:

- **Time:** entry was turned in on time. (20pt.)
  - **Length:** entry’s length was appropriate (i.e., one page in *Word*, 400 words approximately, in Times New Roman, font 12). (10pt.)
  - **Content:** entry was thoughtful and original. Student reflected on his/her experience at the internship in a cohesive manner, providing concrete examples to support his/her way of thinking. His/her ideas were clear and there were no misunderstandings. No use of online translators. (30pt.)
  - **Grammar:** student’s grammar was appropriate for the level and didn’t impede communication. Mistakes were minimal (e.g., paid attention to agreement, verb tenses, word order, etc.) (20pt.)
  - **Vocabulary:** student’s vocabulary was appropriate for the level and incorporated a variety of new words related to the topic and field. Mistakes were minimal (e.g., spelling, accentuation, etc.) (20pt.)
- TOTAL:** \_\_\_\_\_ / 100 points.

### APPENDIX 4:

#### Internship PowerPoint Presentation

**Please include the following in your presentation:**

Your presentation must be conducted using PowerPoint or *Prezi* —no more than 20 slides, as it should last no more than 20 mins. The language must be Spanish. You may use your internship journal entries to guide / inspire you.

Make sure you include the following in your presentation:

- **Introduction:** A picture and a brief description of the site/s where you performed your internship (i.e., was it a private or public institution, how big it is in terms of staff & patients, and its mission statement and/or goals). Specify the department/s where you worked.
- **Body/ Action:** Describe your roles and duties during your internship. You can provide some examples to complement the narration of your experience, including interesting / shocking / unexpected / rewarding (...) events that occurred during your stay. Support your explanations with descriptive captions and include pictures.
- **Future implications:** list the projects or special tasks you worked on at your internship site and how they have made you a better candidate to the eyes of a potential graduate department or employer.

Evaluation Criteria for an “A” internship PPT presentation:

- **Time:** the presentation lasted between 15-20 minutes and did not exceed the time limit. Its length was appropriate. (10pt)
- **Content:** the presentation was thoughtful and original. Student reflected on his/her tasks and duties at the internship in a cohesive manner, providing concrete examples and visuals to support his/her experience. His/her ideas were clear and there were no misunderstandings. No use of online translators. Instructions were followed thoroughly. (30pt.)
- **Grammar:** student’s grammar was appropriate for the level and didn’t impede communication. Mistakes were minimal (e.g., paid attention to agreement, verb tenses, word order, etc.). (25pt.)
- **Vocabulary:** student’s vocabulary was appropriate for the level and incorporated a variety of new words related to the topic and field. Mistakes and typos were minimal (e.g., spelling, accentuation, etc.) (25pt.)
- **Pronunciation:** all speech is comprehensible. Student’s pronunciation did not impede understanding or change the meaning of words. (10pt.)

**TOTAL:** \_\_\_\_\_ / 100 POINTS.

**GRADING CRITERIA FOR ORAL EXAM**

**1. Comprehensibility / pronunciation / clarity of speech**

0	1	2	3	4	5	6	7	8	9	10
Very little speech is comprehensible; pronunciation is very inaccurate and greatly impedes comprehension.							All speech is comprehensible; pronunciation is accurate for a non-native speaker and does not impede comprehension.			

**2. Vocabulary**

0	1	2	3	4	5	6	7	8	9	10
Very inadequate and/or inaccurate; erroneous use of numerous words; repetitive; unable to recall the basic vocabulary covered during the semester.							Very rich/varied and accurate; reflective of the words, expressions, and topics covered during the semester.			

**3. Grammar**

0	1	2	3	4	5	6	7	8	9	10
Consistently very inaccurate; errors in all of the structures during the semester.							Consistently accurate use of structures covered during the semester.			

**4. Content**

0	1	2	3	4	5	6	7	8	9	10
Ideas not well developed at all; very little content provided; unconnected or disjoint ideas; content completely irrelevant to the topic at hand.							Ideas very well developed and connected; content completely relevant to the topic at hand; content fully addresses the topic at hand.			

**5. Fluency**

0	1	2	3	4	5	6	7	8	9	10
Numerous, frequent pauses in speech; very slow speech; needs frequent prompting by instructor.							Speech flows smoothly for a non-native speaker; absence of excessive pausing; requires no prompting.			

TOTAL POINTS EARNED = \_\_\_\_\_ / 50 <sup>13</sup> POINTS POSSIBLE = \_\_\_\_\_ %