

NYU Buenos Aires
Spanish for the Health Care Professionals
SPAN-UA 9023.B01

Instruction Mode: remote

Spring 2022

If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for NYU Buenos Aires, please make sure that you've completed the online academic orientation via Brightspace so you are aware of site specific support structure, policies and procedures. Please contact Valentino Cappelloni, vc56@nyu.edu, if you have trouble accessing the Brightspace site.

Syllabus last updated on: 24/01/2022

Lecturer Contact Information

TBA

Co-requisites

- Open to students that are taking concurrently SPAN-UA 9010, SPAN-UA 9015, SPAN-UA 9020 or SPAN-UA 9004

Units earned

- 2 credits

Course Details

- Tuesday and Thursday from 11.30 am to 12.55 pm

- All times are Argentina zone time.

- Location:

Zoom Access: Spanish for Health Care - Session

Hora: 25 ene. 2022 11:30 am Buenos Aires, Georgetown

Every week, Tuesday and Thursday

Join the Zoom meeting

<https://nyu.zoom.us/j/91839729780?pwd=OGIzUlhNWWF2bkVibDZpSW9oeWMvdz09>

ID: 918 3972 9780

Código de acceso: 793881

- COVID-related details: In the interest of protecting the NYU Buenos Aires community, we are closely following CDC guidance around COVID-19 and adjusting our recommendations and policies accordingly. Your health and well-being is our top priority.
 - If you are attending in person, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol. Please note that you are expected to attend every class meeting in-person; however, this may change during the drop/add period if in-person student registration increases significantly or at any point during the semester if local COVID-19 regulations require additional physical distancing.
 - Additionally, in-person students will be split into cohorts who will attend sessions.

Course Description

- Nowadays, more and more in USA, health care professionals find themselves involved with patients who come from different parts of Latin America. Learning Spanish specifically aimed towards this health care context is a plus which must be strongly considered. Thus, Spanish for Healthcare Professionals is a two-credit course designed to teach students the basic and intermediate skills of medical Spanish that can be put into practice in real medical situations.
- The goal of the course is to generate active participation through discussions of topics related to the medical profession, and through creative activities that imitate real-life situations. Focus is placed on role-play activities that will cover the most common medical procedures.
- At the end of the course, students will have acquired in-depth vocabulary related to the body, medicine, illnesses and other relevant fields, commands to tell a patient what to do during a hospital visit, or Latin American habits and idiosyncrasy which are involved in doctor-patient interaction. It is expected that students will be able to inquire what troubles a patient or to get all his personal information as well as to hold a typical medical interaction in communicative contexts.
- Classes will be conducted in Spanish.
- The course will employ a communicative methodology and a task-based approach, which requires students' active participation in listening, speaking, reading, and writing Spanish from the onset.
- As this course is aimed at students with different skills and levels, activities, preparations and homework may vary from student to student.

Course Objective

The main objective of this course is to achieve a communicative competence in medical Spanish through the practice of pronunciation, vocabulary, idioms, and grammatical structures, all within the context of the medical professions.

Upon completion of this Course, students:

- will be familiarized with expressions, lexicon, culture and habits in Spanish for health professionals.

- will acquire general knowledge of Spanish according to language level.
- will improve / acquire competencies in four skills in Spanish: reading, writing, listening and speaking.
- will be able to interact with differences in Spanish communications and cultures in health contexts.

Assessment Components

You are expected to attend class remote synchronously. Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

Compositions

There will be **two** compositions. One of these compositions will be integrated with the oral presentation.

- Throughout the semester, you will complete two writing exercises. The assignment appears in the syllabus as "Composition".
- The guidelines and scale for grading compositions are posted on the Brightspace course site.
- Compositions will be made in two steps: a first version, which will be done in class, and the second, to be delivered via Brightspace.
- You must read the instructions and prepare the assignment before coming to class.
- You will be given 25 to 30 minutes in class to complete your writing exercises. You should draw on a variety of verbs, vocabulary, and constructions that you have learned, and avoid repetitive structures.
- No dictionaries or notes are allowed while you write.
- The first version will be returned with your mistakes marked with symbols. Please look at the document titled "*Símbolos para la corrección de composiciones*" on Brightspace. The final version will be completed at home on the day assigned on the syllabus and turn in both, the first and the final version of each composition, stapled together and also submit the final version via Brightspace, Assignments tab. No make-ups and/or late work will be accepted.
- You may not send written assignments to your lecturer by email or Google Drive.
- Both drafts will be assigned a grade; each grade is worth 50% of the final composition grade. The final grade will reflect both the quality of the first draft and the improved second version. If you do not turn in a final version, 10 points will be deducted from the grade of your first version.
- Every typed assignment must be typed double-spaced, using Times New Roman Font #12.
- No outside help is allowed; you should not use online translators. Please review what constitutes plagiarism.

- Class time will be set aside for discussion of grammatical points, style, or other specific problems that may recur in your written work.

Oral Presentation

There will be **one** oral presentation integrated into a writing exercise (composition). Previous research on your own will be necessary.

Quizzes

There will be **two** 5-15 minute quizzes, generally to test specific vocabulary. Quiz days are marked on the syllabus.

Exams

There will be two different exams:

- **Midterm exam:** It consists of a role-play (interview and medical examination). This situation is a very significant key in this course.
- **Final exam:** There will be a final written exam, which will be a comprehensive test of the whole course.

Note: No make-up tests will be given. Be sure to attend class on the day of the test. Under no circumstances is a student permitted to take an exam before the day it is scheduled; this includes the final exam. You are advised to make travel plans accordingly.

Assigned Readings

“Un día de guardia en el hospital”, Ana María Shua.

Grading of Assignments

The grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade
Attendance, participation	15%
Homework	10%
Compositions and writing assignments	10%
Quizzes	10%
Oral Presentations	15%
Exams (role-play)	20%

Final Exam	20%
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Teaching & Learning Philosophy

This course is based on flipped classroom approach. Under a conventional method, students come to class to learn the material and go home to practice what was learned in class. Rather, in this course, you will familiarize yourself with the new contents at home (before attending class) by watching online tutorials and completing practice exercises, searching for sociocultural information, working with images, or reading a text, among other activities. Other fundamental issues regarding the teaching and learning process on this course are the emphasis on mutual understanding and respect of multicultural backgrounds and experiences, the effective use of online learning resources, the use of multimedia, authentic and tailored-made materials and the implementation of continuous meaningful evaluation.

Required Text(s)

To be provided via Brightspace.

A selection of the following books:

- L1: *An Introduction to Spanish for the Health Care Workers: Communication and Culture*. Fourth Edition. Robert O. Chase and Clarisa B. Medina de Chase. New Haven: Yale University Press, 2012. ISBN 9780300180596.
- L2: *Spanish for Health Care*. Patricia Rush and Patricia Houston. Upper Saddle River: Prentice Hall, 2003. ISBN 0-13-040946-4
- L3: *El español por profesiones*. Josefa Gómez de Enterría y Sol Gómez de Enterría. Madrid: SGEL, 1994. ISBN: 84-7143-504-8
- L4: *Curso de formación en español para profesionales extranjeros de la salud*. Pablo A. Carrasco. Buenos Aires: Fundación H.A.Barceló, 2014 (in press).
- [“Un día de guardia en el hospital”](#), Ana María Shua. *Revista Ñ*, 1/4/2010

Supplemental Text(s) (not required to purchase)

- *Diccionario panhispánico de términos médicos*, RANM, Madrid, Panamericana, 2011.

Course Schedule

This syllabus is subject to change.

Session 1 – 25/01/2022

Introduction to the course.

Unit 1: Medical Interview

Functional components: introductions, greetings, farewells, familiarizing with patients. Obtaining information from patients. Courtesy: expressing casually and politely.
Vocabulary: greetings, courtesy, healthcare professions.
Grammar: Presente del Indicativo. Verbs SER & ESTAR. Three verbs conjugations. Structure of questions in Spanish.
Video: "Una entrevista clínica"
Notional components: Patient's personal information. Medical records. Medical interview.
L1: Chapter 1: "Buenos días, soy el doctor" (selection), section 1
L4: Unit 1 "Señor Doctor"

Session 2 – 27/01/2022

Unit 2: The Body

Functional components: Describing parts of the body.
Vocabulary: parts of the body, medical and ordinary names. Description with verbs SER, ESTAR, TENER, HABER.
Grammar: Presente del Indicativo. Irregular verbs in Present. Possessives and articles. OI and OD pronouns. Comparison.
Notional components: Body and phenotypes.
Video: "[Los fenotipos](#)"
Cultural note: "Los nombres familiares de los órganos y los miembros del cuerpo".
L1: Chapter 2: "¿Cómo está Ud.?" (selection), section 2
L1: Chapter 3: "¿Qué le pasa?" (selection), section 2
L4: Unit 2 "Poner el cuerpo"

Session 3 – 01/02/2022

Unit 3: Patient's Expressions

Functional components: Expressing internal sensations. Conducting an examination. Recommending cares.
Vocabulary: parts of the body. Medical description of patient sensations with SER, ESTAR, TENER, HABER, MEDIR & PESAR, DOLER, SENTIR.
Grammar: Presente del Indicativo. Obligation forms with HAY QUE.
Video: "La colecistitis", p. 241, L1
Notional components: Patient's sensations.
L4: Unit 2 "Poner el cuerpo", pp. 24-30

Session 4 – 03/02/2022

Unit 3: Patient's Expressions

Functional components: Expressing internal sensations. Conducting an examination. Recommending cares.
Vocabulary: parts of the body. Medical description of patient sensations with SER, ESTAR, TENER, HABER, MEDIR & PESAR, DOLER, SENTIR. Verbs like "me gusta".
Grammar: (revision of week 2) Verbs like "me gusta". Presente del Indicativo . Obligation forms with HAY QUE.

Session 5 – 08/02/2022

Unit 4: Schedules & Appointments

Functional components: asking for time. Arranging a date with the doctor.
Vocabulary: Frequency and time expressions. Numbers for hours and schedule. Time adverbs. Weekdays (p. 37); months dates (p. 87-88); schedules (p. 89).
Grammar: Time, Schedule, Date. Reflexive verbs. Pretérito Imperfecto de Indicativo.
Notional components: Doctor's appointment. Emailing in Spanish.

Quiz 1, vocabulary: body; verbs, nouns and adjectives to express internal sensations.

L4: Unit 4 "Tengo turno con el médico", pp. 51-53 (punto 8)

Session 6 – 10/02/2022

Unit 4: Schedules & Appointments

Functional components: Asking for time and answering requests. Arranging a doctor's date.

Vocabulary: vocabulary for doctor's date: PEDIR UN TURNO, ESTAR DE ACUERDO, QUEDAR, TENER LIBRE, etc. Verbs PODER y DEBER; TENER QUE & HAY QUE as obligation expressions. Days of the week.

Grammar: Basic questions for asking an informing time and schedule (with courtesy) (p. 91-92).

Video: "La recepcionista", p. 93, L1

Notional components: Daily activities in Argentina's patient.

Composition 1, first version: "Un correo electrónico".

L1: Chapter 4: "El recepcionista" (selection; homework), pp. 37-92, section 6

L4: Unit 4, "Tengo turno con el médico", pp. 54-59

Session 7 – 15/02/2022

Unit 5: Examination

Functional components: requesting symptoms information. Expressing patient's sensations referred to serious symptoms. Conducting an examination (warnings, positions, instruments).

Vocabulary: adjectives for patient's symptoms (p.190-192). Verbs DOLER, SENTIR, SENTIRSE, TENER DOLOR DE, MOLESTARLE (ALGO A UNO), SUFRIR; PALPAR, AUSCULTAR, PERCUTIR, etc.

Grammar: Regular & irregular participles. IR + infinitivo. "AL" y "DEL". "Presente del Imperativo". IR + prepositions.

L1: Chapter 10: "Padecimientos e historia médica." (selection) , pp. 231-252, section 4

Session 8 – 17/02/2022

Unit 5: Examination (practice)

Functional components: requesting symptoms information. Expressing patient's sensations referred to serious symptoms. Conducting an examination (warnings, positions, instruments).

Vocabulary: adjectives for patient's symptoms (p.190-192). Verbs DOLER, SENTIR, SENTIRSE, TENER DOLOR DE, MOLESTARLE (ALGO A UNO), SUFRIR; PALPAR, AUSCULTAR, PERCUTIR, etc.

Grammar: Regular & irregular participles. IR + infinitivo. "AL" y "DEL". "Presente del Imperativo". IR + prepositions.

Notional components: Ovary cancer.

Video: Episode from the movie "[La vida sin mí](#)"

L1: Chapter 8: "El examen físico" (selection), section 3

L4: Unidad 3 "¡Cómo me siento!", pp. 31-33

Session 9 – 22/02/2022

Unit 6: Medications & Pharmacy

Functional components: Explaining a prospectus. Prescribing.

Vocabulary: Time and frequency expressions for doses, p.134, L1. Measures for doses, pp. 133-134, L1. PONERSE. Medications classification: p. 138, L1

Grammar: *Commands*, p. 130-131 & 140, L1. Irregular verbs in Past. Irregular and regular participles. ALGÚN / A, NINGÚN /A with nouns, p. 143, L1.

Notional components: Types of medications. Doses and routes of administration.

Readings: "Prospectos de diversos medicamentos".

Cultural note: National vaccine programs.

Composition 1, second version

L1: Chapter 6: "La farmacia" (selection), pp. 128-148, section 7. Homework: p. 134-135

L2: Lesson 11, "La farmacia", pp. 294-299, section 12

Session 10 – 24/02/2022

Role-play: conducting an interview with examination.

Session – 01/03/2022 Public Holiday – No Class - Make-Up Day: Friday, 04/03/2022

Session 11 – 03/03/2022

Unit 6: Medications & Pharmacy

Functional components: Prescribing (oral and written). Indicating doses.

Vocabulary: Verbs TOMAR, DAR, INGERIR, INYECTAR, APLICAR. Some expressions in prospectus: SE INDICA, AGITAR, INHALAR, ASPIRAR, OPRIMIR, CERRAR, RETENER, PONERSE.

Grammar: Irregular verbs in Past. Irregular and regular Participles. Prepositions for route administration: POR, EN, DEBAJO DE, POR VÍA, DETRÁS DE. Prepositions for dose conditions: ANTES DE, ENTRE, DESPUÉS DE, DURANTE. Use of articles and nouns in prescriptions.

Notional components: Prospectus. Common medications. Classification of medications.

Session 12 – Make-Up Day: Friday, 04/03/2022

Unit 7: Analysis & Tests

Functional components: give instructions for pressure, temperature and blood analyses. Narrate in the past: accidents, diseases and dietary habits. Preparation for a laboratory's analysis (p.171).

Vocabulary: medical tools; body; injuries; laboratories terms; measurement units; dietary habits and foods (p. 157; 161; 166). Daily activities (p.265-266).

Grammar: Commands (Imperative). The "Pretérito Perfecto Compuesto de Indicativo". "Pretérito Perfecto Simple" (p. 206; 210) & "Pretérito Imperfecto de Indicativo" (p. 218-220). Obligations (p. 167). Verbs "querer" and "preferir" (revision: p. 163). Reflexive verbs (p. 265-266).

Video: "Entrevista con una nutricionista", p. 165, section 5, L1

Notional components: blood test; lab's tests; blood banks. Healthy diets. Weight loss. Diabetes.

L1: Chapter 7: "La nutrición y las dietas" (selection), pp. 158-167, section 5

Session 13 – 08/03/2022

Unit 7: Analysis & Tests

Functional components: Giving indications for a treatment. Preparing and conducting a nutritional plan.

Vocabulary: Body's positions: SENTARSE, ACOSTARSE, RECOSTARSE, PARARSE, RECLINARSE, or expressions like PONERSE DE COSTADO, DE PIE, DE LADO, DE RODILLAS, etc. Basic transition expressions in written reports, like PORQUE, POR ESO. Lab's lexicon. Oncology and psychology vocabulary.

Grammar: Commands. Irregular participles. Obligation expressions: DEBE, TIENE QUE, HAY QUE. Expressions for recommendations: ES MEJOR, PUEDE / NO PUEDE, PODRÍA.

Notional components: Diets and diseases. Nutrition. Blood pressure, labs analysis, X ray. LALCEC and LGFB in Argentina.

Cultural note: Food habits in Latin America.

Homework: prepare an interview.

L2: Lesson 11: "La fisioterapia", pp. 300-305, section 10

Session 14 – 10/03/2022

Midterm exam: Role-play 2. Conducting a complete interview with medical examination, analysis, prescription and re-schedule (L4, p. 50)

Session - March 14 to 20 - Spring Break – No Class

Session 15 – 22/03/2022

Unit 7: Analysis & Tests. Alimentary habits

Functional components: A diet. Different nutritional plans: vegane, vegetarian, hospital, etc.

Vocabulary: foods and alimentary products.

Grammar: Irregular participles. Obligation expressions: DEBE, TIENE QUE, HAY QUE.

Expressions for recommendations: ES MEJOR, PUEDE / NO PUEDE, PODRÍA.

Notional components: Diets and diseases. Nutrition.

Cultural note: The spread of vegetarian diets in Argentina and the impact on public health policies.

Session 16 – 24/03/2022

Unit 8: Public Health - Patient´s Narration

Functional components: Narrating an accident in the past.

Vocabulary: domestic accidents lexicon. Time expressions and adverbs.

Grammar: "Pretérito Perfecto Simple de Indicativo" and "Pretérito Imperfecto de Indicativo".

Regular and Irregular forms. The storytelling structure. Verbs like "SE ME ROMPIÓ". Difference between reflexive verbs and accidental verbs.

Homework: write a story telling a personal accident.

Notional components: cases of hypoglycemia (in diabetes diseases), bones fractures, burns, etc.

L2: Lesson 11, pp. 300-305, section 10

Session 17 – 29/03/2022

Unit 9: Hospitals & Public Health

Functional components: Giving indications to guide a person in a building (a hospital). Describing a building. Recommending updates.

Vocabulary: Expressions for location: CERCA, ENFRENTE, JUNTO A, AL LADO, DENTRO / ADENTRO, FUERA / AFUERA. Professions, specialties, specific areas inside a hospital

Grammar: Prepositions for motion verbs: PARA/POR, EN, HACIA/HASTA, DESDE/DE, A.

Irregularities in Commands: VAYA, DIRÍJASE, TUERZA. Adjective clauses with QUE for indications inside the hospital. Use of verbs SER, ESTAR & HAY for describing buildings.

Notional components: Old and new buildings in hospitals.

Cultural note: Public hospitals in Argentina.

L2: Lesson 10, pp. 266-271, section 12

**Tuesday, 29/03/2022 - Invitation 7 pm -
Language and cultural exchange with local students**

Ask the locals about Public & Private Health (survey to be prepared on class 17)
(TBC according to students availability)

Session 18 – 31/03/2022

Unit 9: Hospitals & Public Health

Functional components: Recommending public health actions. Obtaining information from a patient about his/her social insurance.

Vocabulary: Specific terms for public health and medical public policies. Different types of social insurances.

Grammar: Presente del Subjuntivo. Commands (Imperative). Reflexive verbs, p. 265.

Notional components: Gastroenterology and hepatitis. Hospital admission and discharge.

Social insurance, Public health, public hospitals. Diagnosis and surgeries.

L1: "Internaciones, odontología y la salud mental", pp. 261-273, section 5.

Session 19 – 05/04/2022

Unit 9: Hospitals & Public Health

Functional components: Planning a hospital discharge.

Vocabulary: Vocabulary for discharge planning. Verbs for daily activities.

Grammar: SE and unplanned events, p. 269.

Notional components: Advance directives.

Session 20 – 07/04/2022

Unit 9: Hospitals & Public Health (preparing Oral Presentation and Composition)

Functional components: Giving recommendations. Advising.

Vocabulary: Specific terms for public health and medical public policies.

Grammar: Presente del Subjuntivo. Commands (Imperative). Reflexive verbs, p. 265. SE and unplanned events, p. 269.

Notional components: Federal Diseases Campaigns.

Composition 2, first version: A Disease Campaign.

Session 21 – 12/04/2022

Unit 9: Hospitals & Public Health Policies

Lecture: "Infancias Abusadas".

Session 22 – 14/04/2022

Unit 10: Emergency: General Procedures

Functional components: Giving instructions for assistance. Directives for surgical procedures.

Vocabulary: Hospitalization. Hospital discharge, advanced directives.

Grammar: Recommendations and obligations with Presente de Subjuntivo & Infinitivo: ES NECESARIO, ES RECOMENDABLE, SE RECOMIENDA, SE ACONSEJA, SE INDICA, etc.

Notional components: Quirurgical procedures.

Session 23 – 19/04/2022

Unit 10: Emergency: A Procedure

Functional components: Giving instructions for assistance. Recommending for accidents prevention.

Vocabulary: Hospitalization. Hospital discharge, advanced directives.

Grammar: Recommendations and obligations with Presente de Subjuntivo & Infinitivo: ES NECESARIO, ES RECOMENDABLE, SE RECOMIENDA, SE ACONSEJA, SE INDICA, etc.

Notional components: Laparoscopy. Quirurgical procedures.

Video: [Procedimiento laparoscópico](#)

L4: Unit 6, "No sabe lo que me pasó", pp. 73-86

Session 24 – 21/04/2022

Unit 10: Emergency: First Aids

Functional components: Obtaining information from a patient. Calming a patient. Indicating & instructing.

Vocabulary: Comma and Glasgow table. Types of accidents. "RCP (Respiración Cardio Pulmonar)"

Grammar: Commands. Double pronoun of OI & OD.

Notional components: techniques for first aids.

Quiz 2: especialidades y salud pública.

Composition 2, 2nd version

L3: Unit 9: "Primeros auxilios" (p. 124-126), section 10

Session 25 – 26/04/2022

Unit 10: Emergency: Intensive Care Unit

Functional components: Give information about symptoms and situations. Calm a patient.

Vocabulary: Expressions to calm a patient. Courtesy and familiarizing with patient in a therapeutic context.

Grammar: Comparison. Superlatives. Pretérito Imperfecto del Indicativo.

Video: "Dolor de vesícula", p. 217, section 5, L1

Notional components: Oncological patients and therapy.

1: Chapter 10: "¿Qué pasó?" (selection), pp. 213-220, section 5

Session 26 – 28/04/2022

Unit 10: Emergency: Pre-surgical Protocol

Functional components: Explain and argue a case. To agree and disagree.

Vocabulary: ESTAR DE ACUERDO. Surgical and pre-surgical procedures.

Grammar: Pretérito Imperfecto, Perfecto & Pluscuamperfecto del Indicativo in narrations.

Revision of irregular verbs of Indicativo.

Notional components: Pre-surgical analysis.

L4: Unit 6, "No sabe lo que me pasó", pp. 91-92

Session 27 – 03/05/2022

Unit 10: Emergency: Emergency Room

Functional components: Obtain information about an accident: from professionals, paramedics, nurses, relatives, acquaintances. Tell this accident in the past.

Vocabulary: emergency room; different types of hospitals. Expressions for the past.

Grammar: "Pretérito Perfecto Simple". "Presente del Subjuntivo" & "Imperfecto" to warn and advice) (p. 237; 244; 250). OI & OD pronouns (revision: p. 224-225). Reflexive verbs with OI.

Cultural note: 24 hours in the emergency room.

Reading: "Un día de guardia en el hospital", Ana María Shua.

L4: Unit 6, "No sabe lo que me pasó", pp. 73-86

Session 28 – 05/05/2022

Revision for final exam

Final Exam – 12/05/2022

Classroom Etiquette

To optimize the experience in a blended learning environment, please consider the following:

- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary).
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- If deemed necessary by the study away site (ie COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class.

Your Lecturer

Pablo A. Carrasco has been teaching Spanish for almost 15 years and he currently specializes in Spanish for the health professionals, Spanish for Law professionals and other Spanish for professionals classes. He was part of CONICET (National Research Institute in Argentina), researching about culture and Spanish language in the South of the United States. He also has published several articles on specific subjects in national and international congresses. Now, he is Consultant of Foreign Languages Department in Barceló Foundation, an Institution devoted to Health and Medicine teaching, and leading a research focused on communications matters in medicine, specifically in an intercultural environment. He is also Director of Spanish as a Foreign Language Department in Pontificia Universidad Católica Argentina (UCA), teaches Semantic & Pragmatic Linguistic, and Spanish AFL Methodologies at the same Institution. He is also Director of the postgraduate program Master in Teaching Spanish as a second and foreign language at UCA.

Academic Policies

Grade Conversion

Your lecturer will use the following scale of numerical equivalents to letter grades:

A = 94-100
A- = 90-93
B+ = 87-89
B = 84-86
B- = 80-83
C+ = 77-79
C = 74-76
C- = 70-73
D+ = 67-69
D = 65-66

F = below 65

Attendance Policy

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers, or online through NYU Brightspaces if the course is remote synchronous/blended, is expected promptly when class begins. Attendance will be checked at each class meeting. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to write to buenosaires.academics@nyu.edu to see if you can take your remote class at the Academic Center.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team by e-mail immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies. Your professor or site staff may ask you to present a doctor's note or an exceptional permission from an NYU Staff member as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to staff. Doctor's notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.

Unexcused absences may be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to site staff; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

Final exams

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Late Submission of Work

- (1) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of NYU BUENOS AIRES Staff), in

which case the 2 points per day deductions start counting from the day the extended deadline has passed.

- (2) Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.
- (3) Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director.
- (4) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
- (5) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

Academic Honesty/Plagiarism

As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using TurnItIn or another software designed to detect offences against academic integrity.

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you **MUST** inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Library Guides](#)

Inclusivity Policies and Priorities

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of

sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Attendance Rules on Religious Holidays

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer AND NYU Buenos Aires's Academics Office, buenosaires.academics@nyu.edu, in writing via e-mail one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#)

Pronouns and Name Pronunciation (Albert and Zoom)

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU Buenos Aires.

Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the [Web Form \(link\)](#)
- Email: bias.response@nyu.edu
- Phone: 212-998-2277
- + 54 11 4828-5214