

Meeting 13 • 11 May 2010 • Tuesday

Version:
5/11/10

nd
People: Fischer; Ireton; Konrad; Moore

Today

(X') = anticipated time in minutes

(0001) etc.=item in document collection on CD-ROM

Key to notes added AFTER the class meets:

√ = topic / activity that was adequately dealt with during the class

+ = topic needs more attention & will be resumed at next / subsequent meeting(s)

- = a topic / activity that was proposed but not carried out - will be taken up later

~~Struck through text like this~~ = a topic / activity that was proposed but ~~not included~~ is not going to be taken up after all

Italic green text like this = comments after the meeting

<p>Week 6: Team-Based Learning (TBL); Thinking toward project #2/#3: a hefty CBI activity with long-term possibilities (course? cooperation within a large program outside?)</p>
--

<p>materials:</p>

<p>TLE article about German and physics combining to produce an environmentalism course (0785)</p>
--

<p>newspaper article (0813, not on disk) about medical Spanish</p>
--

<p>(30') SpeakEasy maintenance - see below</p>
--

<p>(20') More thoughts about Projects 2 & 3, using the TLE article (0785)</p>

<p>(20') more about team-based learning (see handout from 04 May, #0191)</p>
--

<p>(10') The summer 2010 "Humboldt" SINQ: Initial syllabus & activities</p>

<p>(10') Group determines timelines for the two remaining activities: 1) contributions to the SpeakEasy "Box"; drafts and final versions of Project #2/#3</p>

<p>(30') SpeakEasy maintenance: The sales kit; the "Box" for the fall group (what will be in it, who will create it, and what will be the identities of the "who's" that create it?). Maggie's curriculum plan (draft 5 May 2010, in handout for #12 06 May 2010)</p>

Upcoming class meeting(s): #14 & #15 & beyond (13 & 18 May & beyond)

- 1) Continue Stryker /Leaver (or Kasper)
- 2) Continue reading about TBI (0164c, provided as photocopy).
- 3) Read about advanced points of CBI (0094, "Lessons from Immersion"; 0115 "Designing a Standards-Based thematic Unit"; 0176 Lear, "Spanish for Working Medical Professionals"; 0356 Bueno, "Creating Community...A Content-Based Approach"; 0436 Armengol, "Developing the Language of Mathematics"
- 4) Read about wider issues in language education: a) college programs (0003, James, "Re-Shaping the 'College-Level' Curriculum"; 0104 Donato, "Literary Discussions"; 0281, Hoecherl-Alden, "Connecting Language to Content: Second Language Literature Instruction at the Intermediate Level"
- 5) Read about SpeakEasy-related issues: 0141, Cummins, "Preparing Students at All Levels for the World of Business in High School and College Language Classes"; 0368 Ulrich, "Putting Language before Business" (provided as photocopy)
- 6) Read some rather speculative ideas: 0101 "Sex, Lies and Video Games"

But you are also actual students, so some activities will be less realistic and will serve a "support" function for your learning, such as development of a specialized personal vocabulary.

In between those two realms will be the central method of evaluating your performance: a portfolio which documents your course work and can also serve as the foundation for documenting your competence if you really do apply for employment or study in an environment that uses languages other than English.

Many of the details of the course will have to be negotiated during the first few weeks, as we see who the participants are and what their current levels of competence are. But in the meantime, the first steps have been laid out for you, and there is no time to waste. Your first assignment is your job application.

Course objectives:

- 1) Learners will establish departments of the company. In weekly meetings they will select, discuss, defend, and analyze the goals, projects and progress of their team.
- 2) Learners will identify and produce target language vocabulary and structure through readings, writing assignments and partner work. They will evaluate and analyze cultural situations in the business setting.
- 3) Learners will participate in business meetings, expressing ideas in the target language and conducting themselves professionally.
- 4) Learners will complete out of class assignments related to conducting business in the target language.
- 5) Learners will write and revise a lettre de motivation (cover letter) and a bilingual résumé/ CV.
- 6) Learners will use the target language to illustrate the key points of the course and company's progress. by participating in the company exposition at the end of the term,

Company goals: (note: these do not affect your grade, and are subject to change as the term progresses and/or company needs change)

- 1) Company will clear a profit of \$1500
- 2) Employees will establish a long-term company structure (HR, production, marketing/sales, website, administration, succession plan) described in departmental portfolios
- 3) Employees will produce and sell greeting-card products
- 4) Employees will brainstorm ideas for later products
- 5) Employees will revise the company website, marketing materials and bookkeeping system
- 6) Employees will recruit allies and sources of inspiration and ideas (other student-run companies, outside no-cost consultants, PSU administration)
- 7) Employees will showcase the company and course at the Spring Exposition and New Product Rollout

Policies on attendance, homework, grading:

- 1) Just like a company, regular class attendance is expected. If you know you need to miss class for some reason, you are responsible for notifying your instructor and relevant group members, and also for retrieving the minutes/notes from that meeting from a classmate.
- 2) Preparation for class is a **minimum** of 4-6 hours per week outside of class time. Preparation may include anything from research on competing products/companies, writing employee

progress reports, contacting department members via email or in person to ensure task completion for all projects, reading about other student-run businesses or actual business practice in other cultures/communities, etc.

3) Written work is a large part of this class. While this is in many ways a functioning company, do not forget that we are first and foremost a **LANGUAGE CLASS**. All written work should be submitted in the target language (French) and should be checked thoroughly for spelling, grammar or other mistakes. Plagiarized material or work produced by others for you will receive no credit.

4) Policy on late work: Like a real, functioning company, timeliness of assignments is crucial for success in this course. Assignments turned in late will be docked one full grade for each week past the due date.

5) Final grades will be based on the following criteria (percentages/categories subject to some change):

- 10% Lettre de motivation
- 5% Market research
- 5% Company research
- 5% Departmental profiles
- 10% Employee progress reports (2)
- 15% Final employee report
- 20% Employee portfolio
- 30% Company participation, contribution, leadership/teamwork, Final Expo

Grading Scale:

Grades for all assignments will be based on rubrics scoring various factors of the assignment from 1-6.

Here are the rubric equivalents to letter grades:

6 = A (+) 5.33 = A 5 = A- 4.67 = B+ 4.33 = B 4 = B-
 3 = C+ 2.33 = C 2 = C- 1 = D 0 = F

NOTE FOR STUDENTS WITH DISABILITIES: Any student with a disability needing accommodation for in-class work or exams in this class must register first with Disability Services (725-4150/TDD 725-6504; Smith Ctr 435) at the beginning of the term. If you have registered, please notify your instructor and provide her or him with the necessary information.

Calendar of Events (tentative)

<i>Week</i>	<i>Topics</i>	<i>Assignments</i>
1	Intro to class/company ; Assignment of departments	
2	Begin product line #1	Lettre de Motivation Market research
3	Department/product group work	Employee progress report #1 Departmental profiles
4	Prep for launch #1 ; Ideas for product #2	Competing company/website research
5	Product launch #1 ; Departmental//product group work	

6	Department/product group work ; Update on time/goals/objectives	
7	Product line #2 launch ; Expo planning	Employee progress report #2
8	Expo planning	
9	Expo planning	
10	Expo planning ; Future of the company discussion	Final revision of bilingual CV Final employee report
11	Company Expo	

Detailed Explanation of Written Assignments:

Lettre de Motivation

You will write a 1-2 page letter in French detailing why you want to work for this company (the class), why we should hire you and what you will bring to the organization. Focus your letter on three separate areas: a) your language skills, including strengths and weaknesses and areas that you hope to improve, b) your qualifications including past experience and any specific skills that might be useful for this business (these skills might be related to business, design, or any number of things—don't sell yourself short!), c) Personal traits/people skills—tell us a bit about yourself, and how you work with others. NOTE: While this letter should be professional and tell us about you as an employee, we are also grading you on your use of language--don't forget to check your spelling, punctuation, grammar, verb tenses, etc.!

Factors considered in grading: timeliness, completion, content and language (grammar/syntax/vocabulary)

Market research

Every member of the business will complete a market research worksheet prior to designing each new product line. You will visit a location that sells competing products (greeting cards) and answer questions in French about the products you find for sale. Don't forget to respond in complete sentences! You will complete both general questions about the location and also a more focused analysis of a specific competing item, such as a particular theme of cards (Christmas, Valentine's, birthday, etc.). You will report your findings to the management (the course instructors) as well as the sales and marketing department. The surveys will be used to develop a sales/marketing campaign and also during the research and development phase of the first new product (weeks 2-3).

Factors considered in grading: timeliness, completion, content and language (grammar/syntax/vocabulary)

Employee progress reports #1 & #2

Throughout the term you will complete reports (1-3 pages each) detailing your individual progress and participation in both your department as well as your project team. In these reports you will describe what projects/tasks you were assigned for the current product launch and your progress to date on those tasks. You will discuss what still needs to be done, and your plans for achieving your goals. You will also give a status update on your language learning, commenting on what structures/vocabulary/grammar you have learned or improved, as well as any weaknesses you hope to improve in the future. NOTE: This assignment will be used by management to evaluate your participation as well as your written language skills. Remember to check grammar and vocabulary before submitting your report!

Factors considered in grading: timeliness, completion, content and language (grammar/syntax/vocabulary)

Departmental Profiles

These profiles will include brief 1-3 paragraph descriptions of each department member (obtained through employee interviews in week 1 and completed by another member of the team) as well as a basic description of the department and its goals for the term (completed collaboratively by the department).

Factors considered in grading: timeliness, completion, content and language (grammar/syntax/vocabulary)

Competing Company/Website Research

For this project each employee will review either a competing company, website or student-run business. Groups will be assigned to each category, so don't do the research until you are sure you know what type of entity you are reviewing! You will report your findings (1-2 page document) to the appropriate departments (Sales & Marketing or Technical Services) as well as the management (course instructors).

Factors considered in grading: timeliness, completion, content and language (grammar/syntax/vocabulary)

Final Employee Report

This report will detail each employee's progress throughout the term, including their participation in various projects, what they did and when, what language skills they have used/improved throughout their time in the company and their ideas for future development. This assignment is both a resume of your experience in the company and also a chance to show off your language skills, so pay attention to grammar, spelling, vocabulary, etc.! The report should be 3-5 pages, typed, double-spaced in Times New Roman 12 pt. Font.

Factors considered in grading: timeliness, completion, content and language (grammar/syntax/vocabulary)

Employee Portfolio

Each employee will submit a portfolio at the end of the term. This portfolio will include a final, revised copy of each of the written assignments completed during the term. The list of contents will be:

Table of contents

Lettre de motivation

CV

Employee/department profiles

Market research

Competing company research

Employee progress reports (3 reports total)

0813

The Philadelphia Inquirer

philly.com

Home Inquirer Daily News News Business Sports Entertainment Living Restaurants & Food

Jobs Cars Homes Marketplace

News | Front Page | Sports | Business | Obituaries | Arts & Entertainment | Food, Home & Life | Health & Science | Education | Opinion | Blogs & Columns

Subscriber Services | The e-Inquirer | Join Our Team

Web Search powered by YAHOO! SEARCH

Site search

share email print font size

Welcome Guest | Register | Sign In

Posted on Mon, May, 10, 2010

READER FEEDBACK
Post a comment

Scrubbing In: It's critical to speak patient's language



By Rachel K. Sobel
Special to the Inquirer

In my six weeks here in Phoenix as a visiting resident, I have enjoyed the Southwestern culture and climate. A 90-degree day is considered cool, compared to summer's 120-degree charm. Philly's Taco Bell franchises are no match for the lunch counters here that sell delectable gorditas and guacamole. The greenery here is a gorgeous sprinkling of cacti.

As in all the cities I've worked in - New York, San Francisco, and Philadelphia - English is often our patients' second language. But here the language barrier seems more pervasive. The county hospital where I work, Maricopa Medical Center, attracts a large proportion of Spanish speakers, mostly immigrants.

Border crossings have been in the news since the controversial law was passed in Arizona, giving police broad powers to detain anyone suspected of lacking the proper papers. My patients are likely a mix of illegal and legal immigrants, but luckily we are not involved with having to enforce the law. I can see both sides of the issue; my main worry is that people would fail to show up for appointments for fear of getting caught and then end up in emergency rooms with worse ailments.

Some people have lived here for 20 or 30 years and still know no English, while others have just recently moved here. In a clinic day, I would estimate that more than half of the patients need a Spanish translator. My medical Spanish has vastly improved from training out here, though admittedly it still isn't *perfecto*.

Before I operate on my patients for cataract surgery, we fill out forms together to make sure they understand the procedure and the recovery. I show them a book written in Spanish that describes how our natural lens becomes *nublado* (cloudy) and makes the vision *borrosa* (blurry). I tell them we take out the cataract and then put a *lente nuevo* (new lens) in its place. Then we go over the *riesgos* (risks) and *beneficios* (benefits).

Translation is a necessity given that more than 34 million foreign-born people live in the United States. When I was in medical school in San Francisco, our curriculum focused on strategies for getting past the language barrier. We practiced how to use professional interpreters - to sit next to them and face our patients - rather than sit facing the interpreter. We also learned that family members are not reliable interpreters. You might never know if a family member tries to hide something from a patient.

When live interpreters aren't available, many hospitals have special language phones. My hospital in Phoenix has a line (as does Wills Eye Institute in Philadelphia, where I will return soon) that can connect a physician or nurse to a translator in dozens of languages. In a snap, I can communicate with an Armenian or Laotian patient. It takes a few extra minutes to hook up but it profoundly affects the patients' care for the better.

One of my recent patients spoke Ibo, a Nigerian dialect. She had a solemn expression when I took her into the room, and looked a little nervous. We were about to talk about her surgery and I realized I wouldn't be able to explain it to her appropriately without a proper translator. (Her daughter was present and spoke English but could not be an official translator.)

So I picked up the phone and dialed into the language line. I put it on speaker so she and her daughter could hear. "Brotha," the patient responded with an instant smile. (Ibo and English must overlap.) The medical translator was on the phone from South Carolina. By the end, my patient had all her questions answered and seemed much more at ease with the prospect of surgery. I also know how to greet my next Ibo patient.

I am grateful for the foundation I have from studying Spanish language since grade school. All those years of memorizing vocabulary words and learning conjugations have paid off. Indeed, I wish I had more time to study it now. My sister-in-law, a medical student at the University of Pittsburgh, spends Saturday mornings at a free clinic as a medical translator so she can sharpen her skills.

Speaking Spanish has almost become reflexive for me here in Phoenix. I may be enjoying it too much. Recently, I greeted a patient from the waiting room with a Spanish surname: "*Habla ingles?*"

"Are you kidding?" he said. "I don't speak a lick of Spanish." He then joked that with the new Arizona law, if he were to get deported based on his name, he'd have a lot of trouble in his new country.

Advertise Here

Today's Most Viewed Most Emailed

- Roethlisberger: Can't cut him, can't stand him
- Ramsey: Sgt. shot himself, lied
- Police: Drunk, pregnant woman crashes into home
- Phillies power past Rockies
- Salon owner faces drug, mail-fraud charges

» More Most Viewed

- When the kind of nursing degree determines hiring
- Ramsey: Sgt. shot himself, lied
- Monsignor, 72, faces sex abuse allegation
- Roethlisberger: Can't cut him, can't stand him
- Paul Addonizio, 62, prolific heart surgeon

» More Most Emailed

LATEST STORIES IN THIS SECTION

- Ask Dr. H: Men can get breast cancer, too
05/10/2010
By Mitchell Hecht
- Personal Health: News and Notes 05/10/2010
- Study suggests visual cues can rev up immune system 05/10/2010
- Temple researcher's project could aid spill study
05/10/2010
By Sandy Bauers
- Treatment and hospice simultaneously 05/10/2010
By Jordan Rau