

The University of Findlay

College of Sciences

Summer 2026

The mission of The University of Findlay is to equip our students for meaningful lives and productive careers.

Course Number: ASLA 238 Veterinary Spanish: Online

Credit Hours: 1.5 credit hours

Class Time/Place: Online

Prerequisites, Co-requisites and Course Description:

This intermediate Spanish course will teach students Spanish vocabulary and grammatical concepts for use in a veterinary setting. Students will work with the communication skills of reading, writing, listening and speaking Spanish and gain an understanding of the cultural norms of Spanish-speaking communities so that they may communicate effectively and appropriately with their clients.

PREREQUISITE

Students should have basic writing, reading, and speaking skills in Spanish.

Instructor: Erin Hanley, M.Ed.; Erica Ward, DVM

Instructor Contact Information: Erin@loopabroad.com; Erica@loopabroad.com

Office Hours: upon request

Course Objectives:

The following Learning Objectives will be addressed or assessed as part of the course:

- **Remember** Spanish vocabulary for conducting a veterinary visit, doing a diagnostic exam and taking a clinical history
- **Remember** Spanish question words, conjunctions, illnesses and conditions, internal organs, advice and treatment verbs, body parts and animal behaviors
- **Understand** and **Apply** the use of the past, present and future tenses of the indicative as well as the present subjunctive to diagnose, treat and suggest follow-up care for dogs and cats
- **Understand** and **Apply** the cultural norms of how to conduct a conversation with a client
- **Understand** and **Apply** the use of a formula in Spanish to discuss how long the animal has been exhibiting certain behaviors
- **Understand** and **Apply** the concept of subject-adjective agreement in describing the conditions of external body parts and internal organs

- **Understand** and **Apply** certain verbs that are followed by an infinitive to explain to the client what one is doing as an exam is taking place
- **Understand** and **Interpret** written and spoken Spanish and respond appropriately in conversation
- **Apply** the skills of reading, writing, listening and speaking in Spanish
- **Analyze** and diagnose an animal in Spanish based on a hypothetical situation
- **Analyze** when different verb tenses and moods are used in Spanish and use the appropriate tense and mood in conversation with a client
- **Evaluate** a hypothetical animal in Spanish and conduct a dialogue with the client to examine and diagnose the animal using the past, present and future tenses of the indicative
- **Create** a treatment plan in Spanish for the animal making recommendations using the present tense of the subjunctive mood

Required Textbooks and Other Materials:

Mosqueda, Juan and Bonnie Frederick. Spanish for Veterinarians: A Practical Introduction. Wiley-Blackwell; 2nd edition (2008)

Instructional Strategies:

Case Analysis	x	Library and Internet Research	
Debate		Practice/drill	
Discovery/Independent Research		Problem-solving	x
Discussion/Questioning/Interviewing		Reading assignments	
Experiential Learning		Role-playing/simulation games	
Field Experience		Service Learning	
Group Presentation		Video/Audio Review and Critique	
Laboratory Experiences		Other	
Lecture	x		

Methods of Assessment: Your course grade will be determined as follows:

Abstracts		Participation	
Attendance		Peer Evaluation	
Capstone Project		Portfolio	
Case Study		Portfolio Lab Performance	

Exams	x	Presentations	
Group Projects		Professional Evaluation	
Homework Assignments	x	Quizzes	x
Internet Research		Research project	
Journaling		Other	
Lab Performance			
Oral/written review of literature			

Grading: Your course grade will be determined as follows:

This course is composed of 15 modules and 88 lessons. Each module will contain a combination of pre-recorded lecture(s) and/or demonstration(s), practice speaking and listening activities, reading and writing activities, and a multiple choice quiz. There is also a final exam and a final project at the end of the course. Your final course grade will be determined by quizzes, final exam, participation and final project grades.

Quizzes: 45%

Final Exam: 30%

Final Project: 25%

Grading Scale/Distribution:

<u>Grade</u>	<u>Points</u>	<u>Grading Scale</u>
A	4.00	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1.00	63-66
D-	0.67	62-60

F	0.00	below 60
U	0.00	

University Honor Code:

Each and every student of the University will adhere to the following Honor Code:

“I will not knowingly engage in any dishonorable behavior, cheat, steal, lie, or commit any act of plagiarism during any academic work, course, or endeavor. If I observe an act which I believe violates the University’s Honor Code, I may, at my discretion, report it to the appropriate personnel.”

Student Acknowledgement of University Honor Code:

“I acknowledge that I have fully complied or will comply with all aspects of the University’s Honor Code in submitting this work.”

Student Rights and Responsibilities Statement, Article VIII-Academic Integrity:

<http://catalog.findlay.edu/en/current/Undergraduate-Catalog/Student-Rights-and-Responsibilities-Statement/VIII-Academic-Integrity>

University Diversity Statement:

As part of our commitment to achieve excellence, the University of Findlay values and actively promotes a welcoming and supportive environment that honors the many aspects of diversity. We aspire to foster acceptance of, respect for, and appreciation of all persons in our campus community. We celebrate our commonalities and unique differences, and we acknowledge that diversity broadens learning, stimulates creativity, promotes the exchange of ideas, and prepares our students for meaningful lives and productive careers.

Course Policies and Practices:

Attendance and Participation Policy

Students are expected to attend all class meetings for which they are registered. This is regarded as a matter of individual student responsibility. The only excused reasons for absences will be illness that impairs the ability to attend and function within the classroom setting or an unavoidable personal emergency.

Students are expected to attend all class sessions on all days of class. It will be the responsibility of the student to contact the course instructor or site director, preferably before the absence, to provide the appropriate documentation and verification for the reason for the absence, and to make arrangements with the course instructor for missed work. Students are responsible for all missed class material. Students may be subject to limited participation in hands-on practice at the instructor’s discretion if they have missed the underlying material needed to safely perform the task at hand.

Final Exam Date: TBD

Special Services: If you are a student with a disability, it is your responsibility to inform your instructor and register with the Office of Disability Services (ods@findlay.edu) at least one week prior to a needed service so reasonable accommodations can be made.

Course and Instructor Evaluation: Each student is expected to complete the course and instructor evaluation which is sent electronically to the student by the Office of the Registrar. The electronic notification comes in the form of an e-mail from the UF Registrar's Office with the following subject line: Online survey for the designated course (e.g., BIOL 102).

Last Date of Attendance Policy: Instructors are required to indicate the last known date of attendance when a final grade of "F" or "U" is assigned to a student.

Course Modules:

- Introduction to the Spanish Language, Greetings, Question Words, and Cultural Norms
- Nouns, Adjectives, Subject-Adjective Agreement and Vocabulary for External Body Parts and Internal Organs
- Habits of the Animal: The Present Tense of Regular Verbs
- Habits of the Animal: The Present Tense of Irregular Verbs
- Explaining Things During an Exam: Verbs Followed by an Infinitive
- Asking and Telling How Long Things Have Been Happening
- Giving Detailed Explanations: Use of Conjunctions
- What Happened to the Animal: The Past Tense of Regular -AR Verbs
- What Happened to the Animal: The Past Tense of Regular -ER and -IR Verbs
- What Happened to the Animal: The Past Tense of Irregular Verbs
- Full Evaluation of the Animal: Combining the Past, Present and Future Tenses
- Recommending Treatment: Giving Advice Using the Subjunctive Mood
- The Diagnostic Exam
- Taking a Clinical History
- The Full Clinical Visit from Start to Finish in Written and Recorded Dialogues