



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit SILC Department Spanish & Portuguese Section

Subject SPA Number 319 Title Spanish for business and International Trade Units: 3

Is this a cross-listed course? (Choose one)
If yes, please identify course(s) No

Is this a shared course? No If so, list all academic units offering this course

Course description:

This class is a continuation of practice and further development of essential listening, reading, speaking, and writing skills. Additionally, this class will help develop an understanding for commercial organizations and business in Spanish-speaking countries, business correspondence, terminology, and techniques in commercial transactions.

Admission is either by placement or successful completion of Advanced Spanish Conversation and Grammar

Requested designation: Humanities, Fine Arts and Design-HU

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Fine Arts and Design core courses (HU)
Social and Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Global Awareness courses (G)
Historical Awareness courses (H)
Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
Criteria Checklist for the area
Course Syllabus
Table of Contents from the textbook, and/or lists of course materials

Contact information:

Name Cynthia Tompkins Phone 480 965 6281

Mail code E-mail: Cynthia.Tompkins@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Robert Joe Cutter Date: 10/22/02

Chair/Director (Signature): [Handwritten Signature]

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

| ASU - [L] CRITERIA | | | |
|--|--------------------------|--|--|
| TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA: | | | |
| YES | NO | | Identify Documentation Submitted |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i> | <input style="width: 100px; height: 20px;" type="text"/> |
| 1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment. | | | |
| 2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p style="background-color: yellow; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p style="margin-left: 20px;">C-1</p> | | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence | <input style="width: 100px; height: 20px;" type="text"/> |
| 1. Please describe the way(s) in which this criterion is addressed in the course design | | | |
| 2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p style="background-color: yellow; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p style="margin-left: 20px;">C-2</p> | | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams | <input style="width: 100px; height: 20px;" type="text"/> |
| 1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements | | | |
| 2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p style="background-color: yellow; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p style="margin-left: 20px;">C-3</p> | | | |

| ASU - [L] CRITERIA | | | |
|---|--------------------------|--|----------------------------------|
| YES | NO | | Identify Documentation Submitted |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i></p> | |
| <p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p> | | | |
| <p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> | | | |
| C-4 | | | |

| Course Prefix | Number | Title | Designation |
|---------------|--------|--|-------------|
| Spanish | 319 | Spanish for Business and International Trade | L |

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

| Criteria (from checksheet) | How course meets spirit (contextualize specific examples in next column) | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus) |
|--|--|---|
| Criterion 1 Oral Research Presentation | A research project in a Hispanic Country focusing on: 1) Economic information about the country 2) problematic or important area(s) for doing business in the country (e.g., human rights, Indigenous issues, women in the work force, the process of democratization. | After gathering all the information about a specific hispanic country, the student is required to do an oral presentation of about 15 minutes focusing in the economic information and any problematic issues in doing business with that country. |
| Criterion 2 Business Cases | The purpose of the business cases beside of being another way to bringing real world into the coursework is to help the student grasp the concept of competitive arena in the Hispanic business world and envision the Latin American industry lifecycle as well as to become more familiar with various strategies available at hispanic run firms. The business cases will also develop your geographic literacy and cultural understanding of the Spanish-speaking world, as these are central to being able to conduct business successfully in Spanish. | During the semester the student will do (3) business cases using the vocabulary and discourse used in Spanish when dealing with different types of companies (legal constitution); management; banking and accounting; property, plant and equipment; the modern business office; human resources; goods and services, marketing, finance, foreign market entry, and import-export.crosscultural differences. |
| Criterion 3 Commercial business letters and Businnes documents translations | In order to learn the particular business communication and adequate proper style for doing business in a Hispanic country, the student will be required to write business letters and translate documents from English to Spanish and viceversa. | Business letters and documents translation: Students will write three respectively (6) and prepare one (1) résumé (CV) during the semester. These writing assignments will require that students use the particular communication styles, terms, and concepts appropriate for professional and commercial correspondence. |

Literacy and Critical Inquiry [L]
Page 5

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| <p>Criterion 4 Executive Summary</p> | <p>Using the research information already found for the presentation on the particular Hispanic country the student is required to create a document of the findings.</p> | <p>The student will write a paper presenting, discussing and analyzing the findings of his/her research. This paper will be a 8-10 pages long.</p> |
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SPA 319: BUSINESS AND INTERNATIONAL TRADE

FALL 2013

Line # 83870

Sandra E. Correa Suárez

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CATALOG DESCRIPTION:

This course is a continuation of practice and further development of essential listening, reading, speaking, and writing skills. Additionally, this course will help develop an understanding for commercial organizations and business in Spanish-speaking countries, business correspondence, terminology, and techniques in commercial transactions. Admission is either by placement or successful completion of Advanced Spanish Conversation and Grammar

GENERAL STUDIES DESIGNATIONS: SPA 319 L

PREREQUISITE: SPA 314 or 316 or instructor approval.

TEXT REQUIRED:

- **Doyle, Fryer, Cere. *Éxito comercial: Prácticas administrativas y contextos culturales*. 5th ed. \Boston: Thomson-Heinle, 2011.**

Course Overview:

Spanish for Business and International Trade will enhance your ability to function effectively in an increasingly important commercial language locally, in the United States, and abroad. This course will provide you with a solid foundation in the vocabulary and discourse used in Spanish when dealing with different types of companies (legal constitution); management; banking and accounting; property, plant and equipment; the modern business office; human resources; goods and services, marketing, finance, foreign market entry, and import-export. The course will also develop your geographic literacy and cultural understanding of the Spanish-speaking world, as these are central to being able to conduct business successfully in Spanish. The course, to be conducted primarily in Spanish, will also include some translating and interpreting activities, cross-cultural communication skills frequently used in the world of business and of special importance for managers and leaders who must make informed decisions.

COURSES OBJECTIVES:

Spanish for Business and International Trade seeks:

- To develop your ability to conduct business in Spanish successfully. As such, it is a course in language for special purposes. Within the context of the development of greater cross-cultural awareness, it will develop the following language skills for business purposes: speaking, listening comprehension, reading, writing, and translation/interpretation
- To give students a solid foundation in business vocabulary through exercises and cases with a communicative approach and the practice of business terminology

- To familiarize students with basic business concepts presented by an overview of commerce in a global economy and by the discussion of the establishment of a business firm and its subsequent development
- To integrate students' knowledge of business with the geographic context of the Spanish-speaking countries
- To integrate the above-mentioned business and geographic contexts with the cultural context which deals with the social and business-related cultural patterns of the Hispanic world.
- To learn the particular communication styles, appropriate for the business professional and commercial correspondences.

Activities/Assessments:

CRITERION 1

Oral Final Project: There will be an oral individual presentation on week 15. In the oral presentation the student will do a research about a Hispanic country. The research will focus on the following areas:

- 1) Economic information about the country. The economic information will not be a list of facts and figures about the country, but instead, will be a short summary of the country's economic position in the world including advantages and disadvantages of doing business with/in it. Additional guidelines and information about what to include in this section will be explored in class.
- 2) A problematic or important area(s) for doing business in the country (e.g., human rights, Indigenous issues, women in the work force, the process of democratization. The problematic aspect(s) you focus on can be your choice, but must be approved by the teacher. This section will be the main focus of your presentation and will be explored in detail in your oral presentation.

The student will have a reading and writing assignment each week. These readings are to be completed so that he/she could complete the assignments and activities by the due date.

CRITERION 2

Business Cases: During the semester the student will do (3) business cases using the vocabulary and discourse used in Spanish when dealing with different types of companies (legal constitution); management; banking and accounting; property, plant and equipment; the modern business office; human resources; goods and services, marketing, finance, foreign market entry, and import-export. crosscultural differences.

CRITERION 3

Business letters and documents translation: Students will write three (3) and one (1) resumé (CV) during the semester. These writing assignments will require that students learn the particular communication styles appropriate for professional and commercial correspondence. The instructor

will provide the student some English documents and business letters and the student should translate into Spanish using the terms and concepts review in the course.

CRITERION 4

Executive Research Summary: You will create a document that will serve as an executive summary of the information. This will take the form of a short paper, maximum 8 to 10 pages, In addition, you must provide an outline of your most important information to your instructor the day before your presentation. The information in the executive summary should include all the information you present orally as well as update the information in the text (e.g., currency, exchange rate, industries, demographics, transportation, communications, etc.). A bibliography must also be included in the executive summary. Also remember that this is one document together and is produced in the same type font. Make sure it is well written!

Listening and writing activity: They will be telephones a dialogue where the student is requires to complete a writing activity before and after the dialogue.

Self Checks: Since the main objective of this course is to provide a solid foundation in commercial Spanish vocabulary and culture, there will be short chapter quizzes, covering vocabulary and culture.

Quizzes, Midterm & Final Exam: will cover the content of chapters studied on the textbook and cases activities provided by the instructor. The dates for the quizzes, Midterm and Final Exam are listed on your schedule. There are **no** make-up quizzes, or presentation after the scheduled day, so be sure to notify your instructor of a conflict or emergency before the test.

- **GRADING:**

- Midterm Exam: 15%

- Quizzes (14): 15%

- Commercial Letters and Resume (4) 10%

- Individual Oral Presentation: 15%

- Executive Summary 15%

- Business Cases 10%

- Self check:5%

- Final Exam: 15%

- **NOTES ON GRADING AND ASSESSMENT:** Please notice that there are several different types of formal assessments in this course. The student will be evaluated on the Information in the textbook and in any supplementary readings provided by the instructor.
- **ELECTRONIC COMMUNICATION:** Communication will be conducted through e-mail. The instructor will be sending information through e-mail about upcoming events and other materials that are important and relevant for the course. Therefore, the student must read his/her e-mail frequently. The instructor e-mail address are stated in the first page of this syllabus.

**SPA 319: SPANISH FOR THE BUSINESS AND INTERNATIONAL TRADE
FALL 2013**

SYLLABUS

| WEEK | TÓPIC | ACTIVITIES AND HOMEWORK **ALL ASSIGNMENTS ARE DUE SUNDAY AT 11:59 PM AZ TIME** | POINTS |
|---------------|---|--|----------------------------------|
| WEEK 1 | EL COMERCIO GLOBAL Y EL CONTEXTO HISPANO: GEOGRAFÍA, DEMOGRAFÍA, IDIOMA Y CULTURAL | READINGS PÁGS. 2-23 LISTENING ACTIVITY: AL TELÉFONO (PISTAS 1 DEL CD), PÁG. 8 WRITING ACTIVITY: BUSINESS BETWEEN US AND HISPANIC COUNTRIES PÁGS. 16-18 (1-7) SELF CHECK: BLACKBOARD QUIZ#1 | 10pts 40pts 10pts 40pts |
| WEEK 2 | LA EMPRESA | READINGS: PAGES.26-48 LISTENING ACTIVITY: AL TELÉFONO: PISTAS 3 Y 4 (ANSWER QUESTIONS ABOUT THE CONVERSATION) WRITING ACTIVITY: BUSINESS LETTER TRANSLATION (ENGLISH TO SPANISH) (VINOS IMPERIALS, S.A) SELF CHECK: BLACKBOARD QUIZ#2 | 10pts 40pts 10pts 40pts |
| WEEK 3 | LA GERENCIA | READINGS: PAGES. 60-77 LISTENING ACTIVITY: WATCH VIDEO: LA GERENCIA (ANSWER QUESTIONS ABOUT THE VIDEO) WRITING ACTIVITY: DESIGN A BUDGET PLAN FOR YOUR CLIENTS WHOM WILL FLY TO MEXICO D.F. AND VERACRUZ (SEE PAGE. 79) BE SPECIFIC SELF CHECK: BLACKBOARD QUIZ#3 | 10pts 40pts 10pts 40pts |
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| WEEK 4 | LA BANCA Y LA CONTABILIDAD | READINGS: PÁGS.90-113 LISTENING ACTIVITY: VIDEO:BB (ANSWER QUESTIONS ABOUT THE VIDEO) WRITING ACTIVITY: BUSINESS CASE BANK OF AMERICA CORPORATION. PÁGS.117-119 SELF CHECK: BLACKBOARD QUIZ#4 | 10pts 40pts 10pts 40pts |
| WEEK 5 | LOS BIENES RAICES | READINGS: PÁGS. 126-144 LISTENING ACTIVITY: VIDEO: (ANSWER QUESTIONS ABOUT THE VIDEO BIENES RAICES) COMERCIAL LETTER#1 (SEE INTRODUCTION TO THE COMERCIAL LETTER EN BB) SELF CHECK:BLACKBOARD QUIZ#5 | 20pts 20pts 20pts 100pts 40pts |
| WEEK 6 | LA OFICINA | READINGS: PÁGS 175-178 LISTENING ACTIVITY: AL TELÉFONO: PISTAS 11 Y 12 WRITING ACTIVITY: BUSINESS LETTER TRANSLATION (ENGLISH TO SPANISH) CIRCULAR LETTER OF CLOSING SELF CHECK: BB QUIZ#6 | 20pts 20pts 20pts 100pts |
| WEEK 7 | LOS RECURSOS HUMANOS Y LAS RELACIONES LABORALES | READINGS: PÁGS. 188-204 LISTENING ACTIVITY VIDEO: BB (ANSWER QUESTIONS ABOUT THE VIDEO HUMAN RESOURCES) WRITING ACTIVITY: RESUME SELF CHECK: BB QUIZ#7 | 20pts 20pts 20pts 40pts 100pts |
| WEEK 8 | BIENES Y SERVICIOS | READINGS: PÁGS. 216-240 SELF CHECK:BB VIDEO:BB: (ANSWER QUESTIONS ABOUT THE VIDEO BIENES Y SERVICIOS) WRITING ACTIVITY: DESIGN A BUDGET PLAN. SEE DETAILS PÁG. 237 SELF CHECK:BB MIDTERM: BB | 20pts 20pts 20pts 100pts |
| WEEK 9 | Marketing I: Mercados y Publicidad | READINGS: PÁGS.252-274 VIDEO:BB (ANSWER QUESTIONS ABOUT THE VIDEO MERCADO Y | 20pts 20pts 20pts |

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| | | PUBLICIDAD) WRITING ACTIVITY: R POR EL INTERNET CARTA #2 SELF CHECK:BB QUIZ#8 | 40pts 100pts |
| WEEK 10 | MARKETING II: COMPRAVENTA, TRANSPORTE Y ALMACENAJE | READINGS: PÁGS. 282-301 VIDEO: BB ANSWER CUESTIONAIRE VIDEO COMPRAVENTA, TRANSPORTE Y ALMACENAJE WRITING ACTIVITY: TRANSLATION SELF CHECK:BB QUIZ#9 | 20pts 20pts 20pts 40pts |
| WEEK 11 | LAS FINANZAS | READINGS: PÁGS. 313-312 LISTENING ACTIVITY:VIDEO: (ANSWER QUESTIONS ABOUT LAS FINANZAS) WRITING ACTIVITY: INVERSIONISTA 3(A-B) PAG.335 SELF CHECK:BB QUIZ#10 | 20pts 20pts 20pts 40pts 100pts |
| Semana 12 | LA ENTRADA EN EL MERCADO INTERNACIONAL: LOS PAÍSES HISPANOS PARLANTES | READINGS: PÁGS.342-370 WRITING ACTIVITY: TRANSLATION (SEE DETAILS IN BB) CORPORATION ACTIVITY 3 PAG.373 SELF CHECK:BB QUIZ#11 | 20pts 20pts 20pts 40pts |
| Semana 13 | LA IMPORTACIÓN Y LA EXPORTACIÓN | READINGS: PÁGS.382-408 WRITING ACTIVITY: (ANSWER QUESTIONS ABOUT IMPORTACIÓN Y LA EXPORTACIÓN WRITING ACTIVITY: TRANSLATION SELF CHECK:BB CARTA #3 QUIZ#12 | 20pts 20pts 20pts 40pts 100pts |
| Semana 14 | LAS PERSPECTIVAS PARA EL FUTURO | READINGS: PÁGS.420-448 VIDEO: CONTESTAR CUESTIONARIO VIDEO SOBRE LAS PERSPECTIVA PARA EL FUTURO WRITING ACTIVITY: TRANSLATION SELF CHECK:BB QUIZ#13 | 20pts 20pts 20pts 40pts |
| Semana 15 | | INDIVIDUAL ORAL PRESENTATION(SEE SILLABUS FOR DETAILS) EXECUTIVE SUMMARY | 100pts 100pts |

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| Semana 16 | | FINAL EXAM | 100pts |
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