TEXTBOOK AND COURSE MATERIALS:


- Diccionaries (online):
  - [http://www.rae.es/rae.html](http://www.rae.es/rae.html) (Diccionario de la Real Academia Española de la Lengua-RAE)
  - [http://www.linguee.es/espanol-ingles](http://www.linguee.es/espanol-ingles)
  - [http://www.wordreference.com](http://www.wordreference.com); [dictionary.reverso.net](http://dictionary.reverso.net)

COURSE DESCRIPTION:

UNR catalog course description: “Development of competence in terminology and syntax of Spanish as the language is used in the world of economics, business administration, markets and related topics.” Prerequisite: Spanish 306. ([http://www.ss.unr.edu/records/catalog/?id=SPAN316](http://www.ss.unr.edu/records/catalog/?id=SPAN316))

“Business Spanish” (“Español Comercial”) is a new course taught entirely in Spanish and designed to provide an intermediate-advanced level of commercial Spanish vocabulary and discourse related to functional business areas and situational practices for success in the Spanish business world. Although the specific areas related to Spanish business are all Spanish speaking countries of Latin America and Spain, as a result of a globalization of the economy this course will go beyond those areas to reach a multicultural business practice around the world. This course will include cultural awareness for the purposes of conducting business and working effectively in or with Spanish-speaking countries, communities, etc., as well as a variety of learning strategies, including individual speaking and listening, group work, writing, and public speaking.

This course consists of a variety of activities to prepare the students to succeed in the international business world. Students will acquire a solid knowledge in the field of business that covers the following areas: Economy of the Hispanic world; business (creation, direction, and management); banking and accounting; property and equipment; office or business center; human resources and working relationships. It will be an emphasis in geographical and cultural aspects of the Hispanic culture through oral and writing activities (creating and developing business documents for daily use in different commercial activities).
GENERAL COURSE OBJECTIVES:

The purpose of the course is (1) to develop a comparative knowledge that can serve as the basis for effective cross-cultural globalized communication and consulting in international business; (2) practice the vocabulary, styles, and forms used in Spanish business correspondence, as well as report writing and documents dealing with trade, transportation, payment, banking, and advertising in Hispanic contemporary global contexts.

SILVER CORE OBJECTIVES:

In the new Silver Core, this course will satisfy CO11 (Global Contexts): The CO 11 requires students “to apply modes of academic inquiry, creative expression, or results of research to problems in historical and contemporary global contexts.” In this course, students will examine and evaluate the connections among local, national, and international Hispanic business contexts. Students will articulate the ways that historical and contemporary global contexts influence their current business practices in the Hispanic world.

STUDENT LEARNING OUTCOMES:

- Students will be able to demonstrate proficiency in the four basic language skills—listening, speaking, reading and writing, and demonstrate command of business vocabulary, styles, and forms used in Spanish business correspondence, as well as prepare documents dealing with trade, transportation, payment, banking, and advertising in contemporary global contexts.
- Students will be able to prove knowledge of some of the main macro-economic and social issues facing Spanish-speaking countries today as one of the world’s major economies.
- Students will be able to find examples of macroeconomic policy in specific Spanish speaking countries and compare and contrast them with their American equivalents.
- Students will be able to describe some of the main cultural issues that distinguish Spanish and American interactions and business practices.
- Students will apply their knowledge of these areas in semester-long analysis of topical articles in French newspapers and from the French business press
- Students will be able to prepare a country report/research presentation in Spanish covering different specific aspects of the Hispanic world.
- Students will be able a) to employ systematic methods to search for, collect, organize, and evaluate information; b) to critically evaluate the methods, context, findings or arguments that produced that information; and c) to formulate conclusions based on their own analysis of the information.

A detailed description of how Spanish 316, “Business Spanish,” satisfies these core objective follows.

ASSESSMENT:

The SLOs related to the CO 11 will be assessed via speaking test/class presentations, daily homework, and on essay questions on the midterm and final exams. Within the context of the development of greater cross-cultural awareness and understanding of the Hispanic world, students will demonstrate the acquisition of the following language skills for professional business purposes: speaking, listening, comprehension, reading, writing, and translation/interpretation. Student class participation in regular, structured discussion groups will test the way they integrate their knowledge.
as the semester progresses and will enable them to draw upon other learning experiences relating to Spanish business. The assessment has been created with the purpose of support student success in meeting this Core Objective. This course will be taught in the WLL computer lab.

| Attendance and participation | 10 % | Exams I and II | 30 % |
| Homework assignments | 20 % | Final Exam | 25 % |
| Oral Presentation | 15 % |

**Grade Scale:** Each assignment will be graded on a 100-point scale basis, with the following grade-conversion scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>0-59</th>
<th>60-62</th>
<th>63-66</th>
<th>67-69</th>
<th>70-72</th>
<th>73-79</th>
<th>80-82</th>
<th>83-86</th>
<th>87-89</th>
<th>90-92</th>
<th>93-100</th>
</tr>
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<tbody>
<tr>
<td>Letter Grade</td>
<td>F</td>
<td>D-</td>
<td>D</td>
<td>D+</td>
<td>C-</td>
<td>C</td>
<td>C+</td>
<td>B-</td>
<td>B</td>
<td>B+</td>
<td>A-</td>
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**EXAMS:** There will be three exams: Examen I, Examen II, and Examen Final. Examen I and II are not cumulative and will be based on material covered in class and class discussions of readings from *Éxito Comercial*. Examen Final is comprehensive. Please refer to class schedule for specific dates. No late assignments will be accepted and no make-up exams will be administered.

**ATTENDANCE:** Given the emphasis that must be placed on participation and interaction in foreign language courses, students are required to attend all classes. Students will be allowed a maximum of ONE (1 day/3 hours) absence without valid justification. Students will be expected to come to class on time; repeated tardiness (more than two days) will be counted towards an absence. Students will be responsible for all material and work covered on days that they are absent.

**PARTICIPATION:** Students will get a final grade for participation. The participation grade will be based on the student’s ability and willingness to demonstrate that he/she has studied and learned the concepts and vocabulary assigned and that he/she has read and reflected upon the readings. Equally important will be given to active engagement in class activities and discussions (see “Participation Criteria”).

**HOMEWORK:** There will be several homework assignments per day. All assignments should be prepared in writing unless otherwise stated by the instructor. Since consistent quality preparation will be essential for success as a Spanish student, homework will be also considered part of the student’s daily grade for class participation. Students are required to come to class well prepared to talk about the “lectura comercial y cultural” (introductory reading text on business and culture) using the vocabulary listed at the end of the chapter. They will need to submit through WebCampus the written work produced during the class period in the computer lab. Additional daily homework is specified in the calendar.

**COUNTRY REPORT/RESEARCH PRESENTATION and OUTLINE:** A research presentation in Spanish covering different aspects of the Hispanic world will be required throughout the course. Students will choose a country and will provide an overview of its demographics, as well as its historical, political, and economic development. Students should also include pertinent cultural information as well as a brief synopsis of relevant current events, which might be useful to discuss a specific business case. It will be necessary to prepare the
presentation using PowerPoint or Prezi, video-cips, and other websites to include all pertinent and appropriate information. This is the presentation outline students need to follow:

I. Introduction (1-2 minutes)

II. General Information (8-10 minutes to introduce the most relevant information)
   A. Official Country Name, and National Celebration.
   B. Capital and main cities and ports.
   C. Government and President.
   D. Extension. Geographic characteristics (topography, climate, etc.). Maps.
   E. Demographics (% urban population, age, gender, etc.).
   F. Ethnic groups and % itinerancy.
   G. Currency (US $ equivalent); inflation rate.
   H. GDP (distribution: agriculture, industry, services); income per cápita.
   I. Industry.
   J. Products; national and international markets.
   K. Transportation: roads, train rails and airports. How to travel to a specific country.
   L. Main dishes and drinks; body language.

III. Conclusion (5 minutes)

V. References.

VI. Questions and open discussion (in Spanish).

STATEMENT ON ACADEMIC DISHONESTY: “Cheating, plagiarism or otherwise obtaining grades under false pretenses constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student's enrollment without a grade, giving an F for the course or for the assignment.” For more details, see the Academic Dishonesty Policies and Procedures: http://www.unr.edu/cla/ch/4-Academic_Policies.html.

STATEMENT OF DISABILITY SERVICES: “Any student with a disability needing academic adjustments or accommodations is requested to speak with the Disability Resource Center (Thompson Building, Suite 101) as soon as possible to arrange for appropriate accommodations.”

STATEMENT FOR ACADEMIC SUCCESS SERVICES: “Your student fees cover usage of the Math Center (784-4433 or www.unr.edu/mathcenter/), Tutoring Center (784-6801 or www.unr.edu/tutoring-center), and University Writing Center (784-6030 or http://www.unr.edu/writing-center). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.”

STATEMENT ON AUDIO AND VIDEO RECORDING: “Surreptitious or covert videotaping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.”
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>COURSE CONTENT</th>
<th>ASSIGNMENTS</th>
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</table>
| I       | Introducción al estudio del español comercial.  
*EC*, I:  
“La economía global y el mundo hispano: Contextos, metas y requisitos” | CHAPTER I:  
Lectura Comercial pp. 15-17;  
Lectura Cultural pp. 18-19;  
CC: -p. 20, 1-7 completar la tabla;  
-p. 24, 1-1 Su propia empresa, hacer el informe  
PC: Preguntas comerciales y culturales  
CC p. 23, GeoReconocimiento |
| II      | *EC*, II:  
“La empresa” | CHAPTER II:  
Lectura Comercial pp. 25-32;  
CC: -p. 23, 2-5 traducción al español;  
-p. 34, 2-6, 1 y 2  
PC: Preguntas comerciales y culturales  
CC p. 39, GeoReconocimiento |
| III     | *EC*, III:  
“La gerencia” | CHAPTER III:  
Lectura Comercial pp. 62-69;  
48, 3-5 traducción al español;  
PC: Preguntas comerciales y culturales  
CC p. 55, GeoReconocimiento |
| IV      | *EC*, IV:  
“La banca y la contabilidad” | CHAPTER IV:  
Lectura Comercial pp. 97-107;  
PC: Preguntas comerciales y culturales |
| V       | *EC*, V:  
“Los bienes raíces y el equipo” | CHAPTER V:  
Lectura Comercial pp. 140-44;  
CC: -p. 82, 5-7 contrato arrendamiento fincas urbanas;  
PC: Preguntas comerciales y culturales |
| VI      | *EC*, VI:  
“La oficina” | CHAPTER VI:  
Lectura Comercial pp. 174-81;  
CC: -p. 100, 6-8 correo electrónico  
PC: Preguntas comerciales y culturales |
<table>
<thead>
<tr>
<th>Grade</th>
<th>Participation Criteria</th>
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<tbody>
<tr>
<td>F</td>
<td>Absent or demonstrates lack of preparation and motivation (e.g., doesn’t read the texts, doesn’t respond when called on, doesn’t bring materials, doesn’t get involved in class discussion)</td>
</tr>
<tr>
<td>D</td>
<td>Present, not disruptive. Tries to respond when called on but does not offer much. Demonstrates very infrequent involvement in discussion.</td>
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<tr>
<td>C</td>
<td>Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class). Does not offer to contribute to discussion, but contributes to a moderate degree when called on. Demonstrates sporadic involvement.</td>
</tr>
<tr>
<td>B</td>
<td>Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. Offers interpretations and analysis of case material (more than just facts) to class. Contributes well to discussion in an ongoing way: responds to other students’ points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. Demonstrates consistent ongoing involvement.</td>
</tr>
<tr>
<td>A</td>
<td>Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, etc. Demonstrates ongoing very active involvement.</td>
</tr>
</tbody>
</table>

*EC = Textbook (Éxito comercial: Prácticas administrativas y contextos culturales, 6th ed.)*  
*CC = Workbook (Éxito comercial: Cuaderno de correspondencia, documentos y ejercicios comerciales, 6th ed.)*  
*WC = WebCampus ([www.wcl.unr.edu](http://www.wcl.unr.edu))  
*PC = Pruebas de Comprensión en la Web (TUTORIAL QUIZ)*