

Syllabus for  
**SPA 306—Business Spanish**  
3 credit hours  
Fall 2017

I. COURSE DESCRIPTION

A study of Spanish in its application to business, including terminology with respect to office procedures and international marketing. Covers most activities listed in the ACTFL intermediate high competencies. (Taught primarily in Spanish).

Prerequisite: SPA 204.

II. COURSE GOALS

- A. To furnish students who are familiar with the basic grammatical principles of Spanish with the fundamentals of practical commercial Spanish correspondence and in addition with special information about advertising, foreign trade, transportation, travel, banking, finance, etc.
- B. To provide an added skill which gives the student who is not necessarily a language major an advantage in his or her chosen career, whether he or she works for multinational corporations, government or international agencies, or becomes a professional diplomat, or serves in the Peace Corps, or becomes a politician or a journalist, or simply if he or she feels it worthwhile to understand the economic environment that shapes the lives of roughly 300 million Spanish speakers.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

Upon successful completion of this course, the student will be able to do the following:

1. Participate in class discussions and act in certain role-playing situations.
2. Translate basic commercial information from English to Spanish and vice versa, using specialized business vocabulary.
3. Write business letters and personal *resumés* in Spanish.
4. Write advertisements, faxes, and cable communications in Spanish.
5. Discuss import/export regulations, questions of international finance, banking systems, and be able to open accounts, make deposits, withdrawals, checks, drafts, loan requests and letters of credit.
6. Discuss the metric system and foreign exchange.
7. Discuss economic relations between Latin America and the USA.
8. Place orders, make invoices, write receipts and handle shipping procedures.
9. Translate contracts and file legal suits.
10. Make travel arrangements for a trip to a Spanish country and cope with difficulties while traveling.
11. Explain the importance of marketing and write or translate slogans for ads.
12. Use specialized vocabulary in such areas as real estate, income tax, bookkeeping, insurance, and computers.
13. Discuss the importance of Spanish in technical fields and other areas of the business world.
14. Research assignments on various Spanish business websites.

15. Perform most activities listed in the ACTFL intermediate high competencies.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

##### Required Materials

- Doyle, Michael Scott, T. Bruce Fryer, and Ronald Cere. *Éxito comercial*. 5<sup>th</sup> ed. Boston: Heinle, 2011. ISBN: 0495907812.
- Doyle, Michael Scott, T. Bruce Fryer, and Ronald Cere. *Éxito comercial: Cuaderno de correspondencia, documentos y ejercicios comerciales*. 5<sup>th</sup> ed. Boston: Heinle, 2011. ISBN: 0495907790.
- Sowell, Thomas. *Basic Economics: A Citizen's Guide to the Economy*. New York: Basic Books, 2004. ISBN: 0465081452.

#### V. POLICIES AND PROCEDURES

##### A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
  - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
  - b. Failing to meet group assignment or project requirements while claiming to have done so;
  - c. Failing to cite sources used in a paper;
  - d. Creating results for experiments, observations, interviews, or projects that were not done;
  - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.

- a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. Department Policies and Procedures
- 1. **Class Assignments**
    - a. Students need to come to class with the appropriate textbooks, course materials, and other supplies as designated by the professor.
    - b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.
  - 2. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.
  - 3. **Late Work**
    - a. The student is responsible for obtaining class assignments and material covered during an absence, and all work is expected to be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. These responsibilities assist the student in professional development.
    - b. Any test taken late (except if the absence is administratively excused) incurs the ORU late exam fee (\$15), which must be paid before the late test can be taken.
    - c. Assignments missed because of administratively excused absences are accepted with no penalty. Generally, assignments missed from an excused absence, such as sickness or family crises, can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy that is given to students at the beginning of a course, so a teacher may decide that work missed because of an unexcused absence cannot be made up. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence.
  - 4. **Attendance**
    - a. **Excused and Unexcused Absences**—As stated in the university policy section of this syllabus, class attendance is mandatory, but because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets.

This allowance is intended for illness, personal business, and emergency. Work missed because of an excused absence (e.g., illness, family emergency) can be made up; however, it is up to the teacher's discretion whether or not to accept work missed due to an unexcused absence (e.g., oversleeping, skipping class). If a student exceeds this number of absences, the student may lose points due to late work or for excessive absences, which may affect the semester grade. Extended illnesses are handled on an individual basis and require verification from a doctor.

- b. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
  - (1) Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
  - (2) Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
  - (3) Obtain information covered during an absence. All work must be completed as scheduled.
  - (4) Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
5. **Plagiarism**—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments.
  - a. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Flagrant cheating results in an F for the course.
  - b. Students may be asked to submit their assignments to Turnitin.com (an online anti-plagiarism program) or have their work submitted to D2L, which also submits work to Turnitin.com.
6. **Incompletes**—As stated in the University catalog, incompletes are granted only for “good cause,” such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English and Modern Languages Department. Very few incompletes are granted.
7. **Whole Person Assessment**—If this course requires an ePortfolio assignment, it is listed in the next section (“Course Policies and Procedures”) and explained in the WPA Handbook at <http://eportfolio.oru.edu>. Students need to comply as indicated in this syllabus, by the instructor, and in the WPA Handbooks.

## C. Course Policies and Procedures

1. **Grades.** The final grade is based on: participation, essays, and exams. Grades are posted on D2L.

2. **Grading Scale:** A=90-100% B=80-89% C=70-79% D=60-69% F=59% and below

3. **Evaluation Procedures:**

Class Participation:	10%
Quizzes and Business Letters:	10%
Mini-Presentations:	10%
Mid-Term Exams (2)	30%
Semester Research Project:	20%
Final Exam:	20%

a. **Class participation (10%):** Since this class is discussion-based, class participation grades will consider two factors:

- (1) **Quantity:** Although some people are shy or naturally less talkative than others, good oral communication skills are an important part of students' intellectual development. They are also vital to success in the business world.
- (2) **Quality:** Our goal is to ask questions, explore business concepts, and analyze manifestations of culture. The point is not to prove others wrong, but to think analytically, weigh the logic of arguments, test theories and consider those of other students in a public forum.

Participation is graded every day on D2L. Students can check their participation grades there at any time during the semester.

b. **Quizzes and Business Letters (10%):**

Quizzes covering both vocabulary and chapter themes are typically worth 10-15 points. Quizzes are normally administered at the beginning of the class hour.

Business Letters are assigned as indicated in the Schedule of Topics below, and are worth 10 points. Students have the option to hand in a second draft of each business letter; by doing so, the score may be raised by one letter-grade. Students who choose to exercise this option should hand in the second draft stapled to the first draft, within one week from the time the first draft was returned.

c. **Mini-Presentations (10%):** On the days indicated in the syllabus, students will bring two photocopied articles (newspaper, magazine, economic journals, etc.) related to the chapter. Articles must be in Spanish. Working in groups, each student briefly (3-5 mts.) summarizes one article; the second article is only used if someone else in the group duplicates the first. At the end of the group time, randomly selected students summarize their article for the entire class. On days they summarize an article for the entire class, students turn in a photocopy of the article to the professor. Each mini-presentation is worth 20 points and is graded on the basis of clear oral communication (10 points) and accurate summary of the article (10 points).

**NOTE:** A student who does not bring relevant articles to class on a mini-presentation day earns a grade of zero if called on to present that day; if not called

on, the student is assessed a deduction of one letter grade on the next mini-presentation.

- d. **Mid-Term Exams (30%):** There are two mid-term exams covering cultural concepts, business themes, and vocabulary covered in class, on the days indicated in the Schedule of Topics. Both are cumulative.
- e. **Semester Research Project (SRP) (20%):** Throughout the semester, students will work on a research project, in groups of 2-3. The purpose of this exercise is to simulate preparing and giving a report in a business setting. The SRP is carried out in the following steps:

Group Proposal and Bibliography—50 points (October 14). This 2-3 page (double-spaced) document should consist of:

- (1) An explanation of the nature of the topic to be researched (~1 paragraph).
- (2) A discussion of the relevance and importance of the topic (~1 paragraph).
- (3) Bibliography (10-15 **diverse** academic/professional sources, primarily in Spanish, documented in MLA Format).
- (4) Outline and Revised Bibliography—50 points (October 28). This document should summarize the complete results of the research project, in outline form. All information and data should be present, and bibliographical references should reflect suggestions made on the Prospectus and should be cited in correct (MLA) format. The primary goal of this step for students to receive feedback on depth and organization prior to the oral presentation. Grades are based primarily on the depth and accuracy of the information, and organization; revision of the bibliography will also be weighed.
- (5) Oral Presentation—200 points (Weeks 15-16). In the last two weeks of the semester, students present an in-class oral summary of their SRP. Oral Presentations should last 16-20 minutes. On the day of the Oral Presentation, groups distribute a one-page outline with bibliography, so that listeners can take notes.
- (6) Grades for the group's Oral Summary consider:
  - (a) Depth of research and accuracy of material presented.
  - (b) Structure and organization (including time management).
  - (c) Oral communication (the only component of the grade which is assessed **individually**).
  - (d) Appropriate use of technology.

**NOTE:** All reports must consist entirely of new research and information.

**f. Final Exam (20%):** The Final Exam is cumulative.

#### 4. **Classroom Policies:**

- a. Work cannot be made up in the case of unexcused absences. In case of administrative or excused absences, it is the student's responsibility to inform the professor as soon as possible so that arrangements can be made for any missed work.
- b. Extra credit will be available on quizzes and exams. No other extra credit opportunities will be available in this course.
- c. All electronic devices should be silenced during class time. The student should use electronic devices only for class-related activities during class.
- d. The student is responsible for checking his or her ORU email account daily in order to receive announcements and updates about the course.
- e. All work handed in should be typed, double-spaced, with standard font and margins. It should also have the following information single-spaced in the upper left corner: student name, class and section, date, and assignment. Also, if you write more than one page, please fasten the pages with a stapler, not a paperclip (nor by folding corners back).



VI. COURSE CALENDAR :

**N.B.—DATES ARE TENTATIVE, AND ARE SUBJECT TO CHANGE AS NEEDED.**

EC = *Éxito comercial*

WB = workbook (*Éxito comercial: Cuaderno de correspondencia*)

BE = *Basic Economics*

Week	Day	Activities in class:
1	18 de agosto	Introduction ; Syllabus
2	21 de agosto	EC 1 (Lectura comercial); intro. to mini-presentaciones, WB1 (pp1-7)
	23 de agosto	EC 1 (Lectura comercial, cont); WB1 (pp8-12); <b>mp #1</b>
	25 de agosto	EC 1 (Lectura comercial, cont); BE 1 + 2 ; <b>carta 1</b>
3	28 de agosto	EC 1 (cont); BE 3 + 4
	30 de agosto	EC 2 (Lectura comercial); capitalismo/comunismo ; <b>vocab quiz, EC1</b>
	1ero de sept	EC 2 (Lectura comercial, cont); WB 2 (pp19-24)
4	4 de sept	LABOR DAY—NO CLASS
	6 de sept	EC 2 (España) ; WB 2 (pp25-26) ; BE 5 + 6
	8 de sept	EC 2 (España + Lectura cultural) ; <b>carta 2</b>
5	11 de sept	EC 2 (Lectura cultural) ; <b>mp#2</b>
	13 de sept	BE 7 + 8 ; Review ; <b>vocab quiz, EC2</b>
	15 de sept	<b>Exam #1</b>
6	18 de sept	EC 3 (Lectura comercial) ; <b>SRP: Proposal + Bibliography</b>
	20 de sept	EC3 ; (Lectura comercial, cont); WB3 (pp33-38)
	22 de sept	EC3 (Mexico); WB3 (pp39-41)
7	25 de sept	EC3 (Mexico); <b>carta 3</b>
	27 de sept	EC3 (Lectura cultural) ; <b>mp#3</b>
	29 de sept	EC3 (Lectura cultural)
8	2 de oct	EC4 (Lectura comercial) ; <b>vocab quiz, EC3</b>
	4 de oct	EC4 (Lectura comercial, cont); <b>mp#4</b>
	6 de oct	EC4 (Guatemala + Honduras) ; WB4 (pp47-52)
9	9 de oct	EC4 (Guatemala + Honduras) ; WB4 (pp55-57) ; <b>vocab quiz, EC4</b>
	11 de oct	BE 16 + 17 ; <b>carta 4</b>

	13 de oct	<b>Exam #2</b>
X	16-20 de oct	FALL BREAK—NO CLASS
10	23 de oct	EC6 (Lectura comercial);WB6 (pp81-87)
	25 de oct	EC6 (Nicaragua + Panama) ; WB6 (p88)
	27 de oct	EC6 (Panama) ; <b>carta 5</b>
11	30 de oct	EC6 (Lectura cultural)
	1ero de nov	EC7 (Lectura comercial) ; <b>vocab quiz, EC6</b>
	3 de nov	EC7 (Lectura comercial, cont); Venezuela ; <b>SRP: Outline</b>
12	6 de nov	EC7 (Venezuela) ; <b>mp#6</b>
	8 de nov	EC7 (Lectura cultural)
	10 de nov	Review ; <b>vocab quiz, EC7</b>
13	13 de nov	<b>Exam #2</b>
	15 de nov	Introduction to Case Studies
	17 de nov	Case Study: TecSur
14	20 de nov	Case Study: TecSur (cont.)
	22 de nov	THANKSGIVING—NO CLASS
	24 de nov	THANKSGIVING—NO CLASS
15	27 de nov	Case Study: Thompson
	29 de nov	Case Study: Thompson (cont.)
	1ero de dic	Case Studies (concl.)
16	4 de dic	SRP
	6 de dic	SRP
	8 de dic	Conclusions, review for Final Exam

Information on the day and time of the Final Exam will be made available later in the semester.



## Course Inventory for ORU's Student Learning Outcomes

### SPA 306--Business Spanish Fall 2017

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge				X
1B	Sensitivity to the Holy Spirit				X
1C	Evangelistic capability				X
1D	Ethical behavior				X
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking			X	
2B	Analytical problem solving		X		
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation				X
2E	Intellectual creativity			X	
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
<b>4</b>	<b>Outcome #4 – Socially Adept</b> Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship			X	
4E	Leadership capacity				X

(Revised 9/15/06)