

SPAN-1040: BEGINNING SPANISH FOR BUSINESS

Cuyahoga Community College

Viewing: SPAN-1040 : Beginning Spanish for Business

Board of Trustees:

2018-05-24

Academic Term:

Fall 2019

Subject Code

SPAN - Spanish

Course Number:

1040

Title:

Beginning Spanish for Business

Catalog Description:

Course provides students with the capability of communicating in Spanish at a basic level as required for business professionals. Exposure to cross-cultural issues relevant to interactions between non-Hispanic business owners and employees and Hispanic community members. Coursework involves an introduction to and practice with vocabulary specific to real-life situations in the business profession at the basic level.

Credit Hour(s):

4

Lecture Hour(s):

4

Requisites

Prerequisite and Corequisite

None.

Outcomes

Course Outcome(s):

Develop linguistic abilities in a business context with multiple materials including text, video and audio, in order to provide insight into Spanish related business activities.

Objective(s):

1. Respond proficiently and appropriately to simple statements and questions.
2. Understand and use basic vocabulary relevant to a business environment.

Course Outcome(s):

Consolidate language skills including: expand vocabulary, develop listening comprehension, improve speaking ability, and acquire competence in writing routine business documents on the beginner / advanced beginner level.

Course Outcome(s):

Demonstrate writing skills in creating typical business letters, memoranda, e-mails, and other business related documents.

Objective(s):

1. Understand and use basic vocabulary relevant to a business environment.
 2. Read and understand reports and/or simple texts.
 3. Translate basic business/commercial information from English to Spanish and vice versa.
 4. Apply appropriate business terminology in written business correspondences including: place orders, make invoices, and write receipts.
-

Course Outcome(s):

Understand communication in a business context with Spanish speakers, and understand the importance of cultural sensitivity in business.

Objective(s):

1. Be able to dine at a restaurant by finding information about typical local food and asking about the ingredients and preparation of the food.
2. Discuss the import of goods by making an appointment to buy goods abroad, conducting a subsequent interview, inquiring about the quality and prices of goods, and discussing payment terms.
3. Be able to visit a prospective client in a Latin American country, including negotiating to sell merchandise to be exported from the United States.
4. Demonstrate correct greetings, farewells, and introductions in personal and telephone interactions with other people.
5. Be able to communicate with immigration officers and custom inspectors.
6. Make hotel reservations, including giving personal and credit card information.

Course Outcome(s):

Apply knowledge of business related vocabulary effectively to seek, to provide information, and to carry out an oral presentation on business issues.

Objective(s):

1. Respond proficiently and appropriately to simple statements and questions.
2. Understand and use basic vocabulary relevant to a business environment.
3. Demonstrate spoken skills, for example, in interviews or presentations.

Methods of Evaluation:

1. Periodic quizzes
2. Periodic speaking/functional communication assessments (interview, situation, or short oral presentation)
3. Compositions (a minimum of one process-based composition, with a minimum of one draft, and a minimum of 15 simple sentences; application of course topics, vocabulary, structures, and cultural facts)
4. Examination after completion of each lesson during 16/14 week courses. (Exams will include listening and reading comprehension sections, vocabulary assessment, structures assessment, functional communication and writing assessment, cultural knowledge assessment)
5. Midterm oral and written comprehensive examination in lieu of an examination after completion of each lesson during 10, 8, or 5 week intensive courses. (A midterm exam will include listening and reading comprehension sections, vocabulary assessment, structures assessment, functional communication and writing assessment, cultural knowledge assessment)
6. Final oral and written comprehensive examination. (A final exam will include listening and reading comprehension sections, vocabulary assessment, structures assessment, functional communication and writing assessment, cultural knowledge assessment)

Course Content Outline:

1. Basic Pronunciation Topics:
 - a. Basic sounds of Spanish vowels
 - b. General sounds of Spanish consonants, and awareness of dialectal differences
 - c. Stress of words
 - d. Intonation patterns: statements, questions, exclamations
 - e. Linking words
 - f. Correlation between sound and spelling representation, as well as stress, and intonation representation
2. Vocabulary:
 - a. Greetings, farewells, and introductions in personal and telephone interaction with other people
 - b. Travelling by plane- making plane reservations - arriving in a foreign country
 - c. Dealing with immigration officers and custom inspectors. Exchanging dollars for foreign currencies
 - d. Making hotel reservations. Giving personal and credit card information
 - e. Dining at a restaurant. Finding information about typical local food. Asking about the ingredients and preparation of food
 - f. Importing goods; making an appointment to buy goods abroad; conducting a subsequent interview. Inquiring about the quality and prices of goods and about payment terms
 - g. Visiting with a prospective client in a Latin American country. Negotiating to sell merchandise to be exported from the United States
 - h. Inquiring about the availability of communication facilities in a foreign country. How to procure and use communication facilities

- i. Using different means of passenger transportation; taking a bus or a taxi; renting a car; Requirements for renting and driving a car in a foreign country
 - j. Transporting merchandise by air, train, or truck; Old problems and new solutions regarding the transportation of merchandise between two countries
 - k. Conducting an interview when hiring personnel
 - l. Shopping locally
3. Cultural topics:
- a. Distinction between cultural fact and opinion, generalization and stereotype
 - b. Basic awareness of Spanish-speakers' diverse cultures even within the same country
 - c. Most common names and nicknames in the Spanish-speaking world
 - d. Last names
 - e. Some body language when greeting and bidding farewell in Spanish-speaking societies
 - f. Ways of addressing people in Spanish-speaking cultures
 - g. Hispanic influence in the United States of America and in the world in general
 - h. General cultural information about some Hispanic groups in the United States
 - i. The 24-hour time system
 - j. Some ways of answering the phone in different Spanish-speaking countries
 - k. The general concept of family, family relationships, and other social interactions
 - l. Selected diverse customs, traditions and celebrations
- m. Focus on basic general geographical, socio-political, economic, linguistic, artistic, entertainment, touristic, and other selected and limited cultural aspects of selected Spanish-speaking countries' cultures (Spain, Equatorial Guinea, Mexico, Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, Panamá, Venezuela, Colombia, Ecuador)
4. Grammatical topics:
- a. Nouns
 - i. Gender
 - ii. Number
 - b. Articles
 - i. Definite
 - ii. Indefinite
 - c. Gender and number agreement with nouns
 - d. Adjectives
 - i. Descriptive
 - ii. Possessive
 - iii. Demonstrative
 - e. Position in relationship to the noun
 - f. Gender of some numbers when used as adjectives
 - g. Spanish sentence structure
 - h. Affirmative and negative statements
 - i. Interrogative sentences that ask for an affirmative or negative response, and for information
 - j. Statements followed by a tag question
 - k. Subject pronouns
 - i. First, second, third person singular and plural (including "vosotros" and "vosotras")
 - ii. Use a third person pronoun in place of a third person noun
 - l. Regular verbs in the present of indicative
 - i. First conjugation (including "vosotros/-as" form)
 - ii. Second conjugation (including "vosotros/-as" form)
 - iii. Third conjugation (including the vosotros/-as form)
 - m. Verbs with an irregular stem but regular endings (e>ie, e>i, o>ue) in the present of indicative (including the "vosotros/-as" form)
 - n. Basic irregular verbs in the present of indicative (including the "vosotros/-as" form): Ser, Estar, Tener, Venir, Dar, Ir
 - o. Verbs with an irregular first person singular form in the present of indicative (including the "vosotros/-as" form)
 - p. Meanings and uses of "ser vs. estar," and "saber vs. conocer"
 - q. Construction "ir a +infinitive" in order to express future actions or states of being
 - r. Present progressive
 - s. Prepositional pronouns, and contractions of the prepositions "a" and "de" with the masculine singular definite article
 - t. Demonstrative pronouns
 - u. Direct object recognition, and use of the personal "a"
 - v. Direct object pronouns
 - w. Comparative structures including irregular comparative forms

Resources

Ana Jarvis. *Spanish for Business and Finance Enhanced Edition: The Basic Spanish Series*. 2nd. Cengage Learning, 2014.

Ana Jarvis. *Como se dice...?*. 10th. Heinle, 2012.

Resources Other

American Council on the Teaching of Foreign Languages. *National Standards for Foreign Language Learning in the 21st Century*. 3rd edition Alexandria: American Council on the Teaching of Foreign Languages, 2006.

American Council on the Teaching of Foreign Languages. *ACTFL Proficiency Guidelines-Speaking*. 2nd edition Alexandria: American Council on the Teaching of Foreign Languages, 1999.

American Council on the Teaching of Foreign Languages. *ACTFL Proficiency Guidelines-Writing*. 2nd edition Alexandria: American Council on the Teaching of Foreign Languages, 2001.

[Top of page](#)

Key: 4100