Stephen F. Austin State University  
Department of Languages, Cultures, and Communication  
SPA 360.001 Spanish for the Professions  
Spring 2016

Dr. Juan Carlos Ureña  
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Office: LAN Dugas 250  
Class meeting: TTH: 9:30 – 10:45 pm, Room F 173  
Office Hours: MWV 2:00 – 3:00 pm; TR 2:00 – 3:00 pm (or by appointment)


COURSE DESCRIPTION: Emphasis on acquisition and development of advanced conversational skills with a focus on profession-specific vocabulary. Prerequisites: SPA 235 or equivalent.

COURSE ORGANIZATION: Spanish 360 is designed to help students further develop and enhance skills in speaking, reading, writing and listening comprehension in Spanish, within the context of the professional workplace. This course will not only take into consideration the major and minor fields of study among the enrolled students, but will also present a variety of professions that offer career possibilities for students of Spanish. In addition to workplace and career specific vocabulary, students will also examine cultural protocol, and presentation. This course will present grammatical structures, vocabulary and cultural knowledge within texts, video, and other art forms, providing students the opportunity to practice the target language and professional vocabulary with authentic materials.

General Education Core Curriculum Objectives/Outcomes:

1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
2. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
3. To understand the importance of specifying audience and purpose and to select appropriate communication choices.
4. To understand and appropriately apply modes of expression, i.e. descriptive, expositive, narrative, scientific, and self-expressive, in written, visual and oral communication.
5. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
6. To understand and apply basic principles of critical thinking, problem solving and technical proficiency in the development of exposition and argument.
7. To engage in a variety of readings, (fiction and nonfiction) to develop writing skills.
Program Learning Outcomes:

1. Students will demonstrate the ability to engage in effective oral communication with native speakers of the target language.
2. Students will analyze and summarize authentic texts in the target language.
3. Students will write effective, original compositions demonstrating the ability to analyze, persuade and/or defend an opinion in the target language.
4. Students will apply critical thinking skills in comparisons of the cultures studied and their own.
5. Students will, if seeking teacher certification, demonstrate mastery of professional skills necessary to teach the target language.
6. Students will demonstrate mastery of linguistic and cultural skills necessary to pursue graduate study and/or careers.

Student Learning Outcomes: In this course students will gain an understanding of the Spanish Language at the advanced level. The class will emphasize the following elements:

1. Develop writing skills using the four major modes of writing: description, narration, exposition, and argumentation.
2. Understanding of grammar, lexicon, spelling and punctuation.
3. Increase language competence by engaging in prewriting, drafting and revision.
4. Appreciate various writing styles through reading fiction and nonfiction genres.
5. Produce writing at the advanced level.

Grading Percentages:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Participation, Assignments</td>
<td>10%</td>
<td>A 90 – 100</td>
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<tr>
<td>Quizzes</td>
<td>10%</td>
<td>B 80 – 89</td>
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<tr>
<td>Group Project</td>
<td>15%</td>
<td>C 70 – 79</td>
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<tr>
<td>Exam 1</td>
<td>20%</td>
<td>D 60 – 69</td>
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<tr>
<td>Exam 2</td>
<td>20%</td>
<td>F 0 – 59</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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Grading Scale:

A 90 – 100
B 80 – 89
C 70 – 79
D 60 – 69
F 0 – 59

Attendance and Participation: Students who miss more than two classes will see their final grade reduced by five points per additional unexcused absence. Class will begin at 9:30 am. Please do not arrive late. All cell phones must be off and put away during class. Students who use cell phones for texting during class will be counted absent.

Group Project: A creative presentation on marketing and publicity (publicity/commercial, promotion, conference with a power point presentation, others advertising and marketing projects, etc.) Due date for individual proposal: Tuesday, April 12. Due date for final presentation: Last week of classes.
TENTATIVE COURSE SCHEDULE

T 1-19 Introducción al curso  
Tarea: Lecturas Capítulo 1: Pp. 1 – 7 El dinero: creación y circulación; El dinero y la banca.

Th 1-21 El dinero, la banca y las profesiones  
Tarea: Lecturas: Pp 10 – 17 De “Panorama real” hasta “Vocabulario”

T 1-26 Panorama real y contexto cultural  
Tarea: Lecturas Capítulo 2: Pp. 18 – 24 El mercado; Lectura preliminar

Th 1-28 Concepto de “Mercado”  
Tarea: Lectura: Pp. 25 – 30; Mercados, estados y culturas en Hispanomérica

T 2-2 Mercados en Hispanoamérica  
Tarea: Pp. 31 – 38 De “Panorama real” hasta “Vocabulario”

Th 2-4 Mercados en Estados Unidos y Latinoamérica. Tratados de Libre Comercio.  
Tarea: Repasar conceptos el primer examen

T 2-9 Repaso de capítulos 1 y 2  
Tarea: Estudiar para Examen 1

Th 2-11 Examen 1  
Tarea: Lecturas Capítulo 3: Pp 39 – 43 La empresa; Las empresas

T 2-16 Las empresas  
Tarea: Lectura: Pp. 44 – 49 La empresa en Hispanoamérica; RECOPE

Th 2-18 Empresas en Hispanoamérica  
Tarea: Lectura: Pp. 50 – 58 De “Panorama real” hasta “Vocabulario”

T 2-23 Globalización y bolsas de valores en Latinoamérica  
Tarea: Lecturas Capítulo 4: Pp. 59 – 63 La bolsa de valores; Lectura preliminar

Th 2-25 La bolsa de valores  
Tarea: Lectura: Pp. 64 – 68 La bolsa de valores en Hispanoamérica y la incertidumbre financiera.

T 3-1 Incertidumbre financiera en Estados Unidos y Latinoamérica  
Tarea: Lectura: Pp. 69 – 79 Slim: Latinoamérica debe cuidar empleo ante la crisis financiera; Continuar hasta “Vocabulario”.

Th 3-3 Problemas de los mercados de valores  
Tarea: Lecturas Capítulo 5: Pp. 80 – 84 Las importaciones y las exportaciones; Lectura preliminar.

T 3-8 Importaciones y exportaciones  
Tarea: Lectura: Pp. 85 – 91 Las importaciones y las exportaciones en países hispanos; Affari Internacional

Th 3-10 Continuación importaciones y exportaciones  
Tarea: Lectura: pp. 92 – 100 De “Panorama real” hasta “Vocabulario”
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<tr>
<th>Lunes</th>
<th>3-15</th>
<th><strong>Spring Break</strong></th>
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<td>Miércoles</td>
<td>3-17</td>
<td><strong>Spring Break</strong></td>
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| Martes | 3-22 | Diferencias culturales en los negocios  
Tarea: Estudiar capítulos 3, 4 y 5 |
| Jueves | 3-24 | **Easter Holiday**  
Tarea: Estudiar para el examen |
| Martes | 3-29 | Repaso de Capítulos 3, 4 y 5.  
Tarea: Estudiar para Examen 2 |
| Jueves | 3-31 | **Examen 2**  
Tarea: Lecturas Capítulo 6: pp. 101 – 104 La mercadotecnia y la publicidad; Lectura preliminar |
| Martes | 4-5 | Mercadotecnia y publicidad.  
**AVISO IMPORTANTE:** Empezar a trabajar en los proyectos en grupo |
| Jueves | 4-7 | Mercadotecnia y publicidad  
Tarea: Lectura: pp. 111 – 119 De “Panorama real” hasta “Vocabulario” |
| Martes | 4-12 | La necesidad de la publicidad vs. El abuso de la publicidad (**Entregar plan de proyecto en grupo**)  
Tarea: Lecturas Capítulo 7: pp.120 – 125 La sociedad de consumo; Lectura preliminar |
| Jueves | 4-14 | La sociedad de consumo: ¿un signo de desarrollo o un círculo vicioso?  
Tarea: Lectura: pp. 126 – 129 Consumir y consumir: ¿una realidad latinoamericana también? |
| Martes | 4-19 | Consumir y consumir…  
Tarea: Lectura: pp. 130 – 143 Día internacional contra el consumo; Panorama real; Vocabulario |
| Jueves | 4-21 | La época de los **malls** y las compras en internet  
Tarea: Lecturas Capítulo 8: pp. 144 – 154 Los recursos humanos; Lectura preliminar; Los recursos humanos en Estados Unidos e Hispanoamérica |
| Martes | 4-26 | Los recursos humanos  
Tarea: Lectura: pp. 157 –168; Johnson & Johnson; Panorama real “La rebelión de las ratas”; Vocabulario |
| Jueves | 4-28 | Presentación de proyectos en grupo  
Tarea: Preparar presentaciones en grupo |
| Martes | 5-3 | Presentación de proyectos en grupo |
| Jueves | 5-5 | Presentación de proyectos en grupo / Review Final Exam |

**Final Exam:** **Thursday, May 12th 8:00 am – 10:00 pm**
ACCEPTABLE STUDENT BEHAVIOR: Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

University Policies: Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/