

Module 4.

Trade agreements between the Spanish-speaking world and the United States.

Goal: expand the participant's awareness of the Spanish-speaking world of business.

Objective: Describe the history and explain the original purpose of the trade agreements that the US has subscribed with Spanish speaking countries (NAFTA, TLCAN, ALCA). Summarize the results for each country (support with data and evidence). Evaluate the benefits and drawbacks for each country (support with data and evidence). State your position on the matter.

Language skills: reading comprehension, and oral and written communication.

Activities: a) Instructor hands out a list of books and Internet sites as a

starting point for the research.

b) Students research and prepare a power point presentation for the class. Both the class and the presenter pretend that it is a professional presentation made by an international business advisor to the executive council of a company.

c) students make the oral presentation

d) Presenters make hand outs for the audience.

e) audience asks questions and offers comments after the presentation.

Duration: once a semester

Evaluation: Successful presentation on the topic

Resources:

Internet sites <http://www.laforadecom.com>

<http://www.citizen.org/pctrade/nafta/riaftapq.html> <http://www.ftaa-alca.org>

<http://www.ftaa-alca.prp/alca.s.asp> <http://www.usembassy-mexico.gov/bfnpfts.htm> <http://www.nafta-customs.org/>

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<http://www.ftaa-alca,pr/alca.s.asp> <http://www.usembassy-mexico.cjov/bfnpfts.ht> <http://www.nafta-customs.org/>

<http://www.maaciuide.com/>

<http://www.state.gov/background>

<http://www.cia.gov/cia/publications/>

Books:

World Almanac and Book of Facts: 2002. Mahwah, NJ: World Almanac Books, 2002.

Module 3. US-based business in Spanish-speaking countries

Goal: expand the participant's awareness of the Spanish-speaking world of business.

Objective: compare and contrast the "modus operandi" of one US-based company in the United States and the selected Spanish-speaking country. Six-page term *paper* in Spanish (word processor, double spaced, preferred format style (MLA, APA, etc.)

Contents of the paper (at least) : name of company or corporation both in the US and the Spanish-speaking country. Official name of the country, nationality, independence day. Type of government and name of the present chief of government/president. Capital city and other important cities and ports. Cities where the US company has its business. History of the company in the host country.

For both countries: managerial structure, marketing, advertising, working conditions, salaries, profits.

Language skills: reading comprehension, and written communication.

Tentative list of US companies:

Ford

GMC

McDonald's

Pizza Hut WalMart John Deere Caterpillar Budweiser Citibank

- Activities:
- a) Instructor hands out a list of books and internet sites as a starting point for the research.
 - b) Students research and turn in a first draft on the designated date.
 - c) Instructor makes comments for Improvement.
 - d) Students turn in final version.

Duration: once a semester

Evaluation: Level 3 (sufficient) in the departmental writing scale.

Resources:

Internet sites <http://www.lanota.com> <http://www.mcdonalds.com/>

<http://www.bureerkinp.com/ComoanyInfo/index.html>

<http://www.pizzahut.com/>

<http://www.securitvmanagement.com/library/000786.html>

<http://www.maguilasolidarity.org>

Module 2.

Role of the media and the internet in doing business in Spanish.

Goal: expand the participant's awareness of the Spanish-speaking world of business.

Objective: write at least three writing samples of business related content.

Language skills: reading comprehension, listening comprehension, and written communication.

Writing samples:

Resumé

Application forms

Different types of business letters

Electronic mail and office memos

Advertising

- Activities:
- a) Instructor facilitates pre-listening and pre-reading activities
 - b) Students watch a video taped news segment, or television commercial or read a magazine article or newspaper ad.
 - c) Instructor facilitates students involvement in listening! reading and post listening/reading activities to check for comprehension, practice new vocabulary and grammar structures, and discuss socio linguistic and cultural appropriateness.
 - d) Students draft their writing assignments (see list of writing topics)
 - e) Students participate in peer-editing of their writing samples.
 - f) Students turn in their final versions

Duration: six class periods

Evaluation: Level 3 (sufficient) in the departmental writing scale.

Resources:

Television news and commercials

Electronic mail

Newspapers in the internet

Latin Trade News

Revista America Economia

Internet sites

<http://www.elcorredor.com>

<http://www.americaeconomia.com>

Books:

TEcnicas tie correo cornercial M.A. Palomino. Continental Book Company.

CD ROM

Egpaflo/ er/ta en ámb/tos labora/eg. Continental Book Company.

MODULE 1.

Inter personal relations in the Spanish-speaking world of business

Goal: Enhance the participant's ability to conduct business in Spanish successfully by providing a solid basis in the vocabulary and discourse used when doing business in Spanish-speaking countries.

Objective: participate in a situation that simulates a real-life business interaction.

Language skills: listening comprehension and oral communication

Possible situations topics:

The job interview.

Interviewing a prospective candidate for a position.

The business dinner/lunch.

Making a business appointment.

Deciding on the organization of a new business

- Activities:
- a) Instructor facilitates pre-listening activities
 - b) Students watch a video tape or listen to a taped situation
 - c) Instructor facilitates students involvement in listening and post listening activities to check for comprehension, practice new vocabulary and grammar structures, and discuss socio linguistic and cultural appropriateness.
 - d) Students prepare their own situations based on the segment previously studied.
 - e) Students act out their situations for the instructor and the rest of the class.

Duration: six class periods

Evaluation: active participation and successful representation of interpersonal situation.

Resources:

Audio cassettes or CDs.

Spanish for Business Traveler. Barrons.

Just Listen and Learn. Business Spanish. Passport Books.

Manual de negocios. M. Prada. M. Bovet. Continental Book Company.

Técnicas de conversación telefónica. G. Gonzalez Márquez, MCM de la Lusa.

Continental Book Company.

Video tapes

Español de negocios. Diana Kenn. Continental Book Company
COURSE OVERVIEW

This course is intended for participants with ample experience in the study of the Spanish language who are interested in expanding their awareness of the Spanish-speaking world of business, and enhancing their ability to function effectively when doing business in Spanish abroad and within the United States.

This course will be useful to:

- Spanish majors/minors seeking positions with companies needing to conduct business in Spanish.
- Business majors, with plenty experience in Spanish, who are planning to interact with a fast growing number of Spanish-speaking colleagues, coworkers, consumers, and clients.
- International Studies minors/majors with solid knowledge of the Spanish language.

PRE-REQUISITES

Completion of the following courses or their equivalent:

MLL 555, Spanish Phonetics and Oral Practice

frILL 451 Advanced Spanish Conversation

MLL 457 Hispanic Culture and Civilization

COURSE DESCRIPTION.

The course has been organized into four modules.

Module 1. Inter personal relations in the Spanish-speaking world of business

Module 2.. Role of the media and the internet In doing business in Spanish.

Module 3. US-based business in the Spanish-speaking countries.

Module 4. Trade agreements between the Spanish-speaking world and the United **States**.

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EVALUATION

Writing assignments (letters, memos, etc)	15%
Oral presentations	15%
Situations	25%
Research paper	25%
Panel	20%

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MLL 556
SPANISH FOR INTERNATIONAL BUSINESS
3 CREDIT HOURS

FINAL REPORT ON REDESIGN AND REVAMP PRESENTED TO
DR. JUDY BERRY-BRAVO, CHAIR
DEPARTMENT OF MODERN LANGUAGES AND LITERATURES

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