

**UCC/UGC/ECCC**

Proposal for Course Change

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| **FAST TRACK (Select if this will** **be a fast track item. Refer to**  [***Fast Track Policy***](http://www4.nau.edu/avpaa/UCCPolicy/Agenda_FastTrack_Consent.docx) **for eligibility)** |

# *If the changes included in this proposal are significant, attach copies of original and proposed syllabi in* [*approved university format*](http://www4.nau.edu/avpaa/UCCForms/syllabus.doc)*.*

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| --- | --- | --- | --- |
| 1. Course subject and number: | **SPA 310** | 2. Units: | **3** |

[**See upper and lower division undergraduate course definitions**](http://www4.nau.edu/avpaa/UCCPolicy/Uplow.doc).

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| --- | --- | --- | --- |
| 3. College: | Arts and Letters | 4. Academic Unit: | Global Languages and Cultures |

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| 5. Current Student Learning Outcomes of the course. | Show the proposed changes in this column (if applicable). Bold the proposed changes in this column to differentiate from what is not changing, and Bold with strikethrough what is being deleted. *(*[*Resources & Examples for Developing Course Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/CourseLearningOutcomesPDF_090712.pdf)*)* |

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| --- | --- |
| 6. Current **title,** **description** and **units**. Cut and paste, in its entirety,from the current on-line academic catalog\* [**http://catalog.nau.edu/Catalog/**](http://catalog.nau.edu/Catalog/).  **SPA 310 COMMERICAL SPANISH**  Description: Terminology, forms, and procedures used in Spanish in business, commerce, economics, and business organizations. Letter grade only.  Units: 3  Prerequisite: SPA 304W or International Exchange Student Group | Show the proposed changes in this column **Bold** the proposed changes in this column to differentiate from what is not changing, and **~~Bold with strikethrough~~**what is being deleted.  **SPA 310 COMMERICAL SPANISH**  Description: Terminology, forms, and procedures used in Spanish in business, commerce, economics, and business organizations. **Cross-listed with BBA 389**. Letter grade only.  Units: 3  Prerequisite: SPA 304W or International Exchange Student Group |

\*if there has been a previously approved UCC/UGC/ECCC change since the last catalog year, please copy the approved text from the proposal form into this field.

7. Justification for course change.

**BBA 389 is being updated to match SPA 310 after multiple semesters of being taught together, in order to formally cross-list these courses.**

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| 8. Effective **BEGINNING** of what term and year? | **Fall 2014** |
| [**See effective dates calendar**](http://www4.nau.edu/avpaa/timelines/1314Effective.xls). |  |

**IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING**

|  |  |
| --- | --- |
| **CURRENT** | **PROPOSED** |
| Current course subject and number: | Proposed course subject and number: |
| Current number of units: | Proposed number of units: |
| Current short course title: | Proposed short course title (max 30 characters): |
| Current long course title: | Proposed long course title (max 100 characters): |
| Current grading option:  letter grade  pass/fail  or both | Proposed grading option:  letter grade  pass/fail  or both |
| Current repeat for additional units: | Proposed repeat for additional units: |
| Current max number of units: | Proposed max number of units: |
| Current prerequisite: | Proposed prerequisite (include rationale in the justification): |
| Current co-requisite: | Proposed co-requisite (include rationale in the justification): |
| Current co-convene with: | Proposed co-convene with: |
| Current cross list with:  NONE | Proposed cross list with:  **BBA 389** |

9. Is this course in any plan (major, minor, or certificate) or sub plan (emphasis)? Yes  No

If yes, describe the impact. If applicable, include evidence of notification to and/or response

from each impacted academic unit.

10. Is there a related plan or sub plan change proposal being submitted? Yes  No

If no, explain.

**N/A**

11. Does this course include combined lecture and lab components?                  Yes  No

If yes, include the units specific to each component in the course description above.

**Answer 12-15 for UCC/ECCC only:**

12. Is this course an approved Liberal Studies or Diversity course?                    Yes  No         If yes, select all that apply.   Liberal Studies    Diversity    Both

13. Do you want to remove the Liberal Studies or Diversity designation?            Yes  No

If yes, select all that apply.   Liberal Studies    Diversity     Both

14. Is this course listed in the [**Course Equivalency Guide**](https://aztransmac2.asu.edu/cgi-bin/WebObjects/Admin_CEG.woa/wa/ByInst?inst=NAU)?                               Yes  No

15. Is this course a [**Shared Unique Numbering**](https://aztransmac1.asu.edu/cgi-bin/WebObjects/ATASS.woa/wa/SUNList?S=X) (SUN) course?                            Yes  No

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| **FLAGSTAFF MOUNTAIN CAMPUS** |  |
| **Scott Galland** | **04/14/2014** |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals**: |  |
| **See Attached** | **4/14/2014** |
| Department Chair/Unit Head (if appropriate) | Date |
|  |  |
| Chair of college curriculum committee | Date |
| **See Attached** | **4/14/2014** |
| Dean of college | Date |
|  |  |
| **For Committee use only:** |  |
|  |  |
| UCC/UGC Approval | Date |

Approved as submitted: Yes  No

Approved as modified: Yes  No

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| **EXTENDED CAMPUSES** |  |
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| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals:** |  |
|  | |
| Academic Unit Head | Date |
|  | |
| Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Chief Academic Officer; Extended Campuses (or Designee) | Date |
|  |  |

Approved as submitted: Yes  No

Approved as modified: Yes  No

**From:** Jean M Boreen   
**Sent:** Monday, April 14, 2014 12:47 PM  
**To:** Stuart S Galland  
**Subject:** Re: SPA 310 LSC application

E approve.  Thanks Scott.

**From:** Nicole Denise Price  
**Sent:** Friday, April 11, 2014 12:53 PM  
**To:** Jenny Scott; Lisa Marie Wischmeier  
**Cc:** Patricia E Frederick; Amalia Veronica Garzon; Alex Steenstra  
**Subject:** FW: SPA 310 LSC application

Hi Jenny,  
This is Nicole Price, Head of the Spanish Section for the Dept. of Global Languages and Cultures at NAU. I am writing to confirm that we agree with the cross-listing of SPA 310 and BBA 389. I have also included the department chair’s agreement for this cross-listing below. Please let me know if there is anything else needed. Best regards, Nicole  
Nicole D. Price, Ph. D.  
Assistant Professor of Spanish  
Department of Global Languages and Cultures  
Northern Arizona University  
PO Box 6004  
Flagstaff, AZ  86011  
Tel. 928.523.6352  
Fax. 928.523.0963  
  
------ Forwarded Message  
**From:** Patricia E Frederick <[Patricia.Frederick@nau.edu](UrlBlockedError.aspx)>  
**Date:** Fri, 11 Apr 2014 12:40:59 -0700  
**To:** Nicole Price <[Nicole.Price@nau.edu](UrlBlockedError.aspx)>  
**Subject:** Re: SPA 310 LSC application  
Hi Nicole,  
The Department of Global Languages and Cultures is in agreement with the cross listing of these two courses.  Please go forward and cc me. Thanks, Pat

SYLLABUS

NORTHERN ARIZONA UNIVERSITY

BACHELOR OF BUSINESS ADMINISTRATION PROGRAM

NORTHERN ARIZONA UNIVERSITY

COLLEGE OF BUSINESS AND ADMINISTRATION

**SPA 310/ BBA 389**

**Commercial Spanish**

SEMESTER: Spring 2014

CREDIT HOURS: 3

INSTRUCTOR: Amalia V. Garzon, Ph. D.

OFFICE: NAU-Yuma, AC-226

OFFICE HOURS: M, T, W 2-4:30 PM, OR BY APPT

PRE-REQUISITES: SPA 304W or equivalent language proficiency or International Exchange Student

Group

II. Catalog Description:  Academic study in Spanish language and culture designed to advance

language skills, terminology, forms and procedures used in Spanish in business, commerce,

economics, and business organizations. Letter grade only.

III. Alignment with Liberal Studies

This course supports the mission of Liberal Studies by giving advanced-intermediate and

advanced-level students of Spanish a solid foundation in business vocabulary, basic business, and

cultural concepts that will help them to comprehend the fundamental component of the world of

business and commerce, to reflect how business practices evolved, and to relate common world

business activities to the evolution and socioeconomic circumstances of Hispanic countries and

people. As students perfect their advanced communicative skills and further their knowledge of global

business, they gain insight on contemporary issues, business-related cultural traits, and social

attitudes that reflect the human experience in commercial relations between 21 Spanish-speaking

countries and the United States.

In the block of Cultural Understanding, this course aims, through the study of language, literature, and

other cultural practices and products, to develop students’ cross-cultural communicative competence

for business purposes. By studying the socioeconomic data for each of the 21 Spanish-speaking

countries and the United States, students are exposed to issues as world crises, technology, human

interactions, family traditions, women and other minorities in the business world, and the impact of

commerce and globalization on our environments. BBA 389 solidifies language, business concepts,

and related cultural concerns that exist alongside the business activities of the Spanish-speaking

world vis-à-vis the English-speaking world while encouraging students to become aware of how

business practices and cultures intertwine. By developing an appreciation for the traits and

perspectives of several cultural traditions, students reflect on practices that contribute to lead safe,

responsible, productive, and creative lives.

The reading, speaking, and writing requirements and analysis of films for this course will foster

essential skills increasingly in demand in today’s 24/7 e-global economy for professional success and

life beyond graduation. In addition to discipline specific skills, this course will emphasize critical

thinking, practice with the Internet technology used daily in the business world, effective writing, and

oral communication.

III. Alignment with NAU Distance Learning Program and BBA degree objectives: Content of this and

all courses in the BBA will focus on the following:

A. Utilization of instructional tools with local & regional content to emphasize practical applicability of course to students’ future job-related knowledge and skills.

B. Integration with real-world business practice by close collaboration with businesses in a variety of industries, especially those represented in the local and regional economy.

C. Developing students’ professional oral and written communication skills.

D. Developing students’ appreciation of the globalization of business practices and the interaction between the U.S. and international economies.

Alignment with Global Languages and Cultures program and degree objectives:

A.     Understanding of the world's peoples and their diversity.

B.     Contributing to the formation of citizens able to participate in local, national, and global

communities and environments.

C.     Developing skills in five areas of language study: speaking, listening, reading, writing and

culture.

D.     Developing cognitive skills in critical thinking and analysis.

E.     Learning about global engagement, diversity, and environmental sustainability and critically

reflect upon the differences in the ways these concepts manifest themselves culturally in the

United States and abroad.

IV. Course Learning Outcomes: Upon completion of this course, students should be able to:

1. Using Spanish, manage successfully and with ease a large number of complicated communicative tasks in most informal and formal exchanges; discuss a great variety of business topics concretely, and some business topics abstractly; narrate and describe in major time frames by providing full account of a topic in connected, paragraph length discourse.
2. Read written material (e.g., newspaper articles, ads, forms, etc.) on topics related to forms and procedures used in the Spanish language and the Hispanic culture with an understanding of the main idea and most of the supporting details.
3. Write a business project with sufficient accuracy in grammar, spelling, punctuation, and vocabulary so as to be understood by persons not-accustomed to the writing of non-natives.
4. Understand a great deal of significant cultural traits of the Spanish-speaking world (customs, lifestyles, attitudes, geography, famous people, etc.) so as to be able to function appropriately in complicated situations in the Spanish-speaking business world.

V. Textbook and required materials:

* *Required textbook: Éxito comercial: prácticas administrativas y contextos culturales.* 5th ed. Author: Michael Doyle. Heinle.
* *Opcional: Español para los negocios:* *Estudios de casos.* Authors: Irene Mizrahi and Gregory B. Kaplan.
* Films on Demand videos available via Blackboard:

*Communicating in Latin America*: *International Business Communication*

*Mexico: The Largest City*

*Doing Business in Mexico*

*The Human Price of Coffee*

*Costa Rica: Ecoturism and Economic Development*

*Venezuela: 21st Century to Prehistory*

*Bienvenidos*

*Nuevas Miradas a Ecuador (YouTube)*

*Bolivia: Partners, not Masters*

*The Evolution of Chile: Prosperity for Some*

*Soya y pesticidas*

*The Achis Indians of Paraguay*

*Argentina: A Work in Progress*

*Cuba: After the Revolution*

*Puerto Rico: Un paraíso invadido*

VI. Teaching Method:

The teaching methods for this course include lectures and projects or application exercises (including homework problems) and may include discussions, group activities, video presentations, case analyses, role plays, field trips and guest speakers. The delivery method will be in-person and/or online.

VII. Evaluation Tools:

Evaluation of student performance will be conducted by means of examinations, homework assignments, writing assignments, discussions, oral participation, and presentations. For example:

Oral participation 150 points

Discussions 150 points

Writing practices and essays 300 points

Chapter quizzes 100 points

Mid-term exam 100 points

Final exam 100 points

Presentations (2) 100 points

Total: 1,000 points

Oral Practices:

Students will be expected to participate in weekly oral exchanges in order to practice the new vocabulary and concepts.

Discussions:

Students are expected to reflect in writing about business practices in the Hispanic world and cultural implications presented in different readings and films.

Writing practices and essays:

Students will have to write business correspondence, reports and summaries that will adequately improve their written proficiency in business Spanish. There will be four to six essays to be written about cultural attitudes of different Hispanics in relation to their countries’ business practices and products. Instructor will provide students with a grading essay rubric.

Quizzes and exams:

There will be quizzes that will cover each chapter and two major comprehensive exams. All quizzes and exams will include either an essay question or a case analysis.

Presentations:

Students will have to prepare two short PowerPoint presentations in Spanish. The first presentation will be about general socio-economic aspects of a Hispanic country and the second presentation will be a project in which the student will prove whether or not starting a business in a Hispanic country is feasible based on its socio-economic conditions. Instructor will provide students with a template to follow and a grading rubric. Students will have to deliver their oral presentations in Spanish.

Grade Points Achieved

A 900 – 1,000

B 800 - 899

C 700 - 799

D 600 - 699

F less than 600

VIII. Course Outline and timeline for assessment:

Week 1:

Topic: Current global Market and the Hispanic world: Geography, demographics, language, and culture. Business reading: “Los contextos del comercio global.” *Éxito comercial*, chapter 1 concepts and vocabulary. Quiz # 1. Cultural: Los idiomas del mundo y la creciente importancia del español. El comercio entre EUA e Hispanoamérica. El idioma y la cultura de los negocios. Video: *Communicating in Latin America*: *International Business Communication*

Week 2:   
Topic: Businesses in the Hispanic World. Lectura: “Organización y clasificación de la empresa commercial.” *Éxito comercial*, chapter 2 concepts and vocabulary. Quiz # 2. Culture: España. Nueva Guinea. “Personalismo, individualismo y familia.”   
Writing: A letter to your school administrator.

Week 3:   
Topic: The Hispanic Manager. Lectura: “Requisitos y modelos administrativos estadounidenses e hispanos.” *Éxito comercial*, chapter 3 concepts and vocabulary. Quiz # 3. Culture: Mexico. “El estilo directivo hispano: honor, éxito, comunicación y trato social.” Videos: *Mexico: The Largest City. Doing Business in Mexico.*Essay # 1: Compare and contrast the Hispanic management style with the U. S. management style.  
Writing: A letter to your employer.

Week 4:  
Topic: Banking and accounting. Lectura: “Custodia y control del dinero.” *Éxito comercial*, chapter 4 concepts and vocabulary. Quiz # 4. Culture: Guatemala. Honduras. “Banca, oportunidad, estabilidad, desarrollo y acceso.”   
Wrting: A letter to your bank

Week 5:Topic:Real Estate. Lectura: “Las inversiones de capital a largo y a corto plazo.” *Éxito comercial*, chapter 5 concepts and vocabulary. Quiz # 5. Culture: El Salvador. Nicaragua. “El campo y la ciudad.” Video: *The Human Price of Coffee*Writing: A letter to your mortgage lender

Week 6:  
Today’s office: Ethics and Integrity. Lectura: “Sistemas y equipo de la oficina moderna.” *Éxito comercial*, chapter 6 concepts and vocabulary. Quiz # 6. Culture: Costa Rica. Panamá. Video: *Costa Rica: Ecoturism and Economic Development.*Writing: A memo to your coworkers  
Week 7:  
Topic: Human Resources and working relationships. Lectura: “Contratación, pago y negociación laboral.” *Éxito comercial*, chapter 7 concepts and vocabulary. Quiz # 7. Culture: Venezuela. “Actitudes ante el trabajo.” Video: *Venezuela: 21st Century to Prehistory.* Essay# 2*:* Analyze the working conditions of women in a studied country of Hispanic America.

Week 8: Mid-term exam. Presentation # 1

Week 9:   
Topic: Business services and technology. Lectura: “Productos y servicios.” *Éxito comercial*, chapter 8 concepts and vocabulary. Quiz # 8 Culture: Colombia. Ecuador. “Actitudes hacia el tiempo y la tecnología.” Videos: *Bienvenidos*. *Nuevas Miradas a Ecuador* (YouTube).   
Writing: A letter inquiring about a service or product you want to purchase.

Week 10:  
Topic: Marketing and Publicity. Lectura: “Segmentación del mercado y publicidad.” *Éxito comercial*, chapter 9 concepts and vocabulary. Quiz # 9. Culture: Perú. Bolivia. Video: *Bolivia: Partners, not Masters*  
Essay # 3: Analyze the importance of understanding the culture of your audience in the world of marketing and advertising.

Week 11:  
Topic: Marketing: reselling, transportation and storage. Lectura: “La compraventa y otras funciones del marketing.” *Éxito comercial*, chapter 10 concepts and vocabulary. Quiz # 10. Cultura: Chile. “Imperialismo español, religion y comercio.” Video: *The Evolution of Chile: Prosperity for Some*Writing: A letter inquiring about transportation and storage for your merchandise.

Week 12:  
Topic: Finances and investing. Lectura: “El financiamiento, los inversionistas y la bolsa.” *Éxito comercial*, chapter 11 concepts and vocabulary. Quiz # 11. Cultura: Paraguay. Uruguay. “Dinero, riqueza y estatus social.” Videos: *Soya y pesticidas. The Achis Indians of Paraguay.*Essay # 4: Analyze the speech of President José Mujica at the 2012 Rio de Janeiro Summit regarding the concepts of consumerism in the current world.

Week 13:  
Topic: Hispanic America in the international market. Lectura: “El encuentro de mercados internacionales.” *Éxito comercial*, chapter 12 concepts and vocabulary. Quiz # 12. Cultura: Argentina. “El viaje de negocios al extranjero.” Video: *Argentina: A Work in Progress.*

Week 14:  
Topic: Import and export. Lectura: “Prácticas e intermediarios del comercio internacional.” *Éxito comercial*, chapter 13 concepts and vocabulary. Quiz # 13. Culture: República Dominicana. Cuba. “El ambiente legal de la importación y exportación.” Video: *Cuba: After the Revolution*

Week 15:  
Topic: Future perspectives: Hispanic World international businesses. Lectura: “Preparación del gerente para el comercio internacional.” Cultura: Estados Unidos. “La presencia hispana en los Estados Unidos de Norteamérica.” Video: *Puerto Rico: Un paraíso invadido*Week 16: Final exam. Presentation # 2

IX. Course Policy

Attendance: Students are expected to attend all classes and to actively participate in discussions and activities. Students will lose points after they miss one class. Excessive tardiness or leaving the class early will also make students lose points in participation.

Retests/makeup tests: Exams need to be taken as scheduled. If students are unable to attend to a major exam due to an emergency students must contact immediately. No make-up quizzes will be allowed.

Statement on plagiarism and cheating:

Please refer to the NAU Student Handbook policy statement on Academic Integrity. Academic honesty does not allow "plagiarism — knowingly representing the words or ideas of another as one's own" (2005, Undergraduate General Academic and Graduation Policies).

X. University policies

The website for the online Student Handbook, which describes various academic policies including the Safe Working and Learning Environment, Students with Disabilities, Classroom Management Statement, Institutional Review Board, Policy for Grade Appeal and Academic Integrity policies can be found at: <http://nau.edu/Student-Life/Student-Handbook/>