

## **Español 202 –SPANISH FOR BUSINESS**

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Office hours: FLB 4006, MW 12-12:50

Spanish 202 is a fifth-semester course in which you will study basic business concepts and skills in Spanish. Additionally, you will learn about uses of social media for businesses. This course will include a variety of learning strategies, including individual speaking and listening, group work, the case method, writing, and public speaking.

### **Required Texts:**

- Michael Scout Doyle, T. Bruce Fryer, and Ronald Cere. *Éxito comercial*. 4<sup>th</sup> ed. Boston: Heinle, 2005.
- *Éxito comercial*, cuaderno de actividades

### **Course objectives:**

1. Learn basic business concepts in Spanish.
2. Improve cultural awareness and cultural fluency.
3. Enhance fluency and presentation skills.
4. Demonstrate higher-order thinking skills and Spanish writing skills.
5. Acquire hard skills involved in social media for business.

### **Grade breakdown:**

Documentos: 20%  
Presentación con PowerPoint: 20%  
Presentación con Póster: 20%  
Examen 1: 20%  
Examen Final: 20%

### **Course policies:**

1. You are expected to read all sections of the textbook before coming to class and contribute to the class discussion.
2. No work will be accepted late without documentation.

### **Presentación con PowerPoint:**

Towards the end of the semester, all students will give a 10-minute PowerPoint presentation **describing** a company's use of social media. The company must be located in a Spanish-speaking country or use social media to reach a Spanish-speaking and/or Latina/o clientele. You may include no more than three slides and you must follow the model that your instructor will present to you during the semester. You may glance at notes to guide your presentation, but you may not read; 20 points will automatically be deducted from your score for reading. The content of your and your classmates' presentations will be included in the final exam. Before your presentation, fill out the rubric included in this syllabus, print it, and give it to your instructor. He/She will write notes on it and return it to you.

### **Presentación con Póster:**

This is a follow-up and enhancement on the PowerPoint presentation. Your poster will be printed out on 11 x 17" paper (at least) and will provide an **analysis** of the same company's use of social media. During the poster session you will add to your poster's content and answer questions. The content of your and your classmates' presentations will be included in the final exam. For a professional look, posters cannot be made with cardboard, construction paper, etc. No handwriting on posters is allowed. Again, before your presentation, fill out the rubric included in this syllabus, print it, and give it to your instructor. He/She will write notes on it and return it to you.

### **Exámenes:**

You will have a midterm exam and a final exam. Exams will cover vocabulary and concepts from the books as well as the class presentations and discussions. As a follow-up to your two presentations, the final exam will require you to **create** a social media marketing plan, among other things.

### **Evaluation criteria for essays and documents**

At this level of Spanish study, you should be able to control for the following structures in writing (maybe not in spontaneous speech, but definitely in writing which you can proof and take time to consult outside resources):

- gender agreement (all articles and adjectives agree with gender of noun they modify)
- number agreement (all articles and adjectives agree with number of the noun they modify; i.e. singular and plural)
- subject / verb agreement in all tenses
- spelling of irregular verbs (you might not always choose preterit versus imperfect appropriately at this level, but you must spell all regular and irregular forms correctly)
- "made up" words, especially Anglicisms such as "hispánicos" instead of "hispanos"
- the "a personal" – if any person is a direct object, the "a" must precede it

More than a total of four errors of these types will automatically result in a 8/15 for your language grade on the assignment.

**Evaluation criteria for essays and documents****Name:**

Content (information conveyed)	Points
Minimal information; information lacks substance (is superficial); inappropriate or irrelevant information; or not enough information to evaluate	16
Limited information, not clearly presented or relevant	18
Adequate information; mostly clear, relevant information; some ideas lack supporting detail or evidence (clear, concrete examples)	22
Very complete information; no more can be said; thorough; relevant; on target	25

**Organization**

Disconnected ideas; no apparent order to the content; or not enough to evaluate	10
Limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy; disjointed	15
An apparent order to the content is intended; somewhat choppy; loosely organized but main points do stand out	17
Logically and effectively ordered; main points and details are connected; fluent; not choppy whatsoever	20

**Vocabulary**

Inadequate; repetitive; incorrect use or nonuse of words studied; literal translations; abundance of invented words; or not enough to evaluate	8
Erroneous word use or choice leads to confused or obscured meaning; some literal translations and invented words; limited use of words studied	10
Adequate but not impressive; some erroneous word usage or choice, but meaning is not confused or obscured; some use of words studied	13
Broad; impressive; precise and effective word use and choice; extensive use of words studied	15

**Language**

One or more errors in use and form of the grammar presented in the lesson; frequent errors in subject/verb agreement; non-Spanish sentence structure; erroneous use of language makes the work mostly incomprehensible; no evidence of having edited the work for language; or not enough to evaluate	8
No errors in the grammar presented in lesson; some errors in subject/verb agreement; some errors in adjective/noun agreement; erroneous use of language often impedes comprehensibility; work was poorly edited for language	10
No errors in the grammar presented in the lesson; occasional errors in subject/verb or adjective/noun agreement; erroneous use of language does not impede comprehensibility; some editing for language evident, but not complete	13
No errors in the grammar presented in the lesson; very few errors in subject/verb or adjective/noun agreement; work was well edited for language	15

**Communication**

Minimal ability to go beyond description that repeats or re-phrases readings, class activities, and other course content.	16
Demonstrates thorough understanding of course content and communicates it well. Able to cite examples and make connections to community context (service-learning), but very little analysis or synthesis.	18
Demonstrates thorough understanding of course content and communicates it well. Able to cite examples and make connections to community context (service-learning), <i>including insightful analysis and synthesis.</i>	22
Demonstrates thorough understanding of course content and communicates it well. Able to cite examples and make connections to community context (service-learning). Beyond the inclusion of insightful analysis and synthesis, writing demonstrates an ability to apply course content and experiences to other situations and evaluate, assess, or critique them.	25

Presentation / Poster Session Evaluation Criteria

Name: \_\_\_\_\_

Company: \_\_\_\_\_

url: \_\_\_\_\_

<b>Quality of interaction (20)</b>	<b>Preparation (20)</b>	<b>Organization (20)</b>
20 – All in Spanish; successful completion of objective; consistent, appropriate responses to others’ ideas and information.	20 – Impressive vocabulary used; no use of English words. Appropriate use of linguistic forms covered in course; few error types.	20- Slides, poster and handout are word processed. Supporting, but not overwhelming visual content included. Clear, appealing presentation of core information.
17 – All or mostly in Spanish; mostly successful in completing objective; sometimes responds to others’ ideas and information.	17 – Mostly appropriate vocabulary used; English used for only 1 or 2 words. Mostly appropriate grammar; some errors.	17 – Poster and handout are word processed. Visual content is appealing if not clearly related to topic. The information is presented clearly.
15 – Sometimes uses English; only somewhat successful in completing objective; rarely initiates interaction; difficulty responding to others.	15 – Moderate vocabulary; Some use of English or invented words. Few instances of correct grammar use; errors are frequent.	15 – Poster and handout are word processed, but errors are apparent. Visual content is not clearly related to topic; visual content over- or under-used. Unclear presentation of core information.
12 – Overuses English; minimally successful in completing objective; minimal responses to others.	12 – Very limited vocabulary; frequent use of English words, Frequently misses or searches for words. Little to no control of targeted structures; errors dominate.	12 - Handwritten poster or word processed but with errors dominating. Very little supporting visual content. Core information is difficult to penetrate.
0- English predominates; incomprehensible speech.	0 – Insufficient vocabulary to carry out task. No control of targeted structures; errors dominate.	0- Handwritten poster with errors dominating. No supporting visual content. Unclear / unappealing presentation of information.
Notes:	Notes:	Notes:

