

LC2612: SPANISH FOR BUSINESS

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Spanish for Business

Subject Code

LC - CFML CSL Language Centre

Course Number

2612

Academic Unit

CFML CSL Language Centre (LC)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

Other Languages

Other Languages for Medium of Instruction

Spanish supplemented by English

Medium of Assessment

Other Languages

Other Languages for Medium of Assessment

Spanish supplemented by English

Prerequisites

LC2601/LT2601/CLA2601 Spanish 1; or
LC2606/LT2606/CLA2606 Intensive Spanish 1 and 2

Precursors

Nil

Equivalent Courses

LT2612/CLA2612/CLA3612/EN2867 Spanish for Business

Exclusive Courses

Nil

Part II Course Details**Abstract**

This course aims to:

- emphasizes all four language skills (reading, writing, speaking and listening) introduced in the context of simulation and business case studies relevant to the Spanish-speaking
- develop students' understanding of Spanish institutions and business practices
- give students tools to learn to use appropriate technical vocabulary for different business contexts
- Cross-cultural differences regarding the work place will also be covered

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Gain some basic understanding on some common business practices in the Spanish-speaking world		X	X	X
2	Be more aware of the cultural differences in doing business with the Spanish-speaking world		X	X	X
3	Acquire some basic vocabulary and grammar structures related to the business context		X	X	X
4	Develop self-confidence, group work and creativity through the different tasks		X	X	X

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Writing, listening, reading and speaking tasks; Role play, individual, pair and group exercises; & Presentation	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Written task: Report of the creation of their own business company	1, 2, 3, 4	45	Group or individual work but assessed individually
2	Oral test: Presentation of their company	1, 2, 3, 4	45	Group or individual work assessed individually
3	Attendance and participation in class		10	Individual work, assessed individually

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Written task

Criterion

Spanish communication skills (reading, writing, listening) on intermediate Level A1 of the Common European Framework of Reference for languages

Excellent (A+, A, A-)

Content: The student has put great effort in the report. He/She has by far exceeded all expectations in terms of quantity and quality of the work produced. The student has thoroughly researched the topic and the report's conclusions and recommendations are sound.

Language proficiency: The report is entirely accurate or with minor mistakes that do not hinder general comprehension. The writing shows a good understanding of the generic conventions and the target audience and makes appropriate use of business lexis.

Good (B+, B, B-)

Content: The student has shown genuine effort in preparing the report. He/she has done slightly more than expected in terms of quantity and the quality of the work produced is good, although it may require some revision in order to satisfy the generic conventions and target audience.

Language Proficiency: The student is able to write a report with some minor problems. The language used shows frequent mistakes in complex structures and few mistakes in simple ones.

Fair (C+, C, C-)

Content: The quality of the report is satisfactory although some parts may require some major revision. The student's research on the chosen topic is fairly superficial.

Language Proficiency: The student is able write a business report with difficulty. He/She does not use complex structures in his/her written Spanish and also has basic errors in simple structures.

Marginal (D)

Content: The student is hardly able to write the report. The research done is very superficial and the conclusions and recommendations do not make much sense.

Language Proficiency: Problems are so frequent in the student's written Spanish that make it difficult to understand the message. The student can hardly produce a grammatical sentence.

Failure (F)

Content: The report is incomplete or extremely brief. He/She shows no understanding of the research topic and the report does not provide any useful advice or information.

Language Proficiency: The student is unable to communicate basic messages clearly, being very hard to understand for a Spanish speaker. The student has not achieved the basic grammar skills, showing constant errors in simple structures. Messages are incomplete or totally wrong.

Assessment Task

Oral presentation

Criterion

Spanish communication skills (oral communication) on intermediate Level A1 of the Common European Framework of Reference for languages

Excellent (A+, A, A-)

Content: The company created and its products are credible and the purposes of the company have been completely achieved.

Language proficiency: The language used in the meeting is entirely accurate or presents minor mistakes that do not hinder general comprehension. The interaction is natural and helps the meeting flow smoothly. The pronunciation is clear and does not make a Spanish speaker anxious when the student talks.

Good (B+, B, B-)

Content: The company created and its products are credible. One or two of the purposes of the company have not been achieved.

Language Proficiency: The language used shows frequent mistakes in complex structures and few mistakes in simple ones. The lexis and structures employed do not always comply with the generic conventions. The pronunciation does not present big problems and it does not generally hinder comprehension.

Fair (C+, C, C-)

Content: The company created and its products are partially, more than two of purposes have not been achieved.

Language Proficiency: The student cannot express complex ideas in Spanish and makes some mistakes in simple structures. The pronunciation presents frequent problems that hinder comprehension.

Marginal (D)

Content: The company created and its products student are hardly credible. The most of the purposes have not been achieved.

Language Proficiency: Problems are so frequent in the student's Spanish that make it difficult to understand the message. The student can hardly produce a grammatical sentence. The pronunciation is plagued with errors and the student shows constant hesitation when he/she speaks, which makes comprehension very difficult.

Failure (F)

Content: The company created and its products are a total failure. The company purposes do not make sense or are incomplete.

Language Proficiency: The student is unable to communicate basic messages clearly, being very hard to understand for a Spanish speaker. The student has not achieved the basic grammar skills, showing constant errors in simple structures. Messages are incomplete or totally wrong. The pronunciation is so bad that it is very hard to understand what the student is talking about.

Assessment Task

Attendance, punctuality, participation

Criterion

Attendance/Punctuality as recorded in the attendance list, participation as observed in class and/or as direct consequence of punctuality and attendance.

Excellent (A+, A, A-)

Student is punctual, his/her participation is excellent.

Good (B+, B, B-)

Punctuality and/or participation are good at best.

Fair (C+, C, C-)

Punctuality and/or participation are adequate at best.

Marginal (D)

Punctuality and/or participation are marginal.

Failure (F)

Punctuality and/or participation are weak.

Part III Other Information**Keyword Syllabus**

Creating your own company, solving problems and making decisions. Presenting the business project. Cross-cultural differences in doing business with Spanish speakers.

Reading List**Compulsory Readings**

Title	
1	Printed material provided by the teacher in each class according to the topic.
2	Audio visual material provided by the teacher in each class according to the topic.

Additional Readings

Title	
1	Nil