

# SPAN 4335-001: BUSINESS SPANISH – ONLINE

FALL 2017

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<b>Profile:</b> <a href="http://www.uta.edu/profiles/joshua-lansford">http://www.uta.edu/profiles/joshua-lansford</a>	<b>Class Schedule:</b> Off Web

## Description of Course Content:

An introduction to business terminology, skills needed for writing business letters, conducting telephone conversations, commercial transactions, and international procedures. Operational and strategic issues involved in interaction with Hispanic firms and markets; international trade; competitive, vendor-customer, and collaborative relations. Exclusively for International Business Spanish students and students enrolled in the Certificate for Spanish for the Professions program. SPAN 4335 cannot be applied toward the B.A. in Spanish.

**Prerequisite:** SPAN 3315 with a grade of C or better. (Prerequisite for SPAN 3315 is SPAN 3305 for heritage speakers OR SPAN 3314 for second language learners.)

## Student Learning Outcomes:

- Briefly review the most important business topics and learn appropriate terminology in Spanish to do business in specific situations such as the production, advertising and marketing of goods
- Learn about cultural phenomena that impact how business is carried out: religion, aspect of time and punctuality; also specific business culture, such as gestures and how to adequately interpret meaning from them
- Debate the impact that cultural phenomena have on how business is carried out using a tool that allows communication between students
- Master cultural and economic data of the Spanish-speaking world (i.e, location, capital cities, currencies, exports and imports)

## Required Course Materials:

Exito Comercial: Prácticas Administrativas y contextos culturales, 6th edition. Doyle, Fryer and Cere. Thomson Heinle, 2015. ISBN: 978-1-285-46279-0 (Book only; do not need access to premium website).

The textbook is available in various formats. It can be rented or purchased in both hardcopy and electronic formats. You do need the 6<sup>th</sup> edition. Below is a link to the publisher's website with different options. You are also encouraged to research other sources, such as the University bookstore, Amazon, etc., and make the decision best for your situation.

<https://www.cengagebrain.com/shop/isbn/9781285462790>

## Grades/Grading Policy:

Business Project (Proyecto empresarial)	30% (turned in by installments)	<b>A = 90-100</b>
Final Vocabulary Test	15%	<b>B = 80-89</b>
Final Reading Test (Examen de lecturas)	15%	<b>C = 70-79</b>
Vocabulary Exercises	12.5%	<b>D = 60-69</b>
Discussions (Foros)	12.5%	<b>F = &gt; 59</b>
<u>Assignments/Homework</u>	<u>15%</u>	
Total	100%	

**Expectations for Study:** A general rule of thumb is that for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading required materials, completing assignments, study, etc. This course is rigorous, but the assignments have been planned thoughtfully and purposefully. You should get a lot out of them. I encourage you to make a plan and set a schedule for yourself at the beginning of the semester and stick to it. This will help reduce stress and anxiety and allow you to enjoy and get the most out of the assignments.

**Expectations for Quality of Work:** This is a senior level Spanish course and you are expected to produce advanced level Spanish without the assistance of outside help such as an online/electronic translator or a native/heritage speaker. Minor mistakes will not be overlooked, but they will be considered minor, as long as they are not abundant, as a minor mistake made many times over becomes a big mistake. The quality of your Spanish will be one of the criteria in evaluating your work. If an assignment specifically states that it is individual, you are expected to do the assignment on your own. The good news is that a lot of the coursework, such as the Proyecto empresarial, will be done in a small group if you choose that option. As we can all improve all of our abilities, I strongly encourage you to use the assignments in this class to polish and perfect your Spanish for your future and/or present careers.

ACTFL (American Council on the Teaching of Foreign Languages) has outlined five levels of proficiency: novice, intermediate, advanced, superior, and distinguished. The language expectation for 4000 level courses is between advanced and superior. As a guide, here is a description of these two proficiency levels:

### **SUPERIOR**

At the Superior level, one is able to produce most kinds of formal and informal correspondence, in-depth summaries, reports, and research papers on a variety of social, academic, and professional topics. The treatment of these issues moves beyond the concrete to the abstract, explaining complex matters, and presenting and supporting opinions by developing cogent arguments and hypotheses. The treatment of the topic is enhanced by the effective use of structure, lexicon, and writing protocols. They organize and prioritize ideas to convey to the reader what is significant. The relationship among ideas is consistently clear, due to organizational and developmental principles (e.g., cause and effect, comparison, chronology). These writers are capable of extended treatment of a topic which typically requires at least a series of paragraphs, but can extend to a number of pages. Writers at the Superior level demonstrate a high degree of control of grammar and syntax, of both general and specialized/professional vocabulary, of spelling or symbol production, of cohesive devices, and of punctuation. Their vocabulary is precise and varied. Writers at this level direct their writing to their audiences; their writing fluency eases the reader's task. At the Superior level, they do not typically control target-language cultural, organizational, or stylistic patterns. At the Superior level, writers demonstrate no pattern of error; however, occasional errors may occur, particularly in low-frequency structures. When present, these errors do not interfere with comprehension, and they rarely distract the native reader.

### **ADVANCED**

At the Advanced level, one is characterized by the ability to write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature. They can narrate and describe in the major time frames of past, present, and future, using paraphrasing and elaboration to provide clarity. They produce connected discourse of paragraph length and structure. At this level, writers/speakers show good control of the most frequently used structures and generic vocabulary, allowing them to be understood by those unaccustomed to the writing of non-natives.

### **Descriptions of assignments and examinations:**

**IMPORTANT NOTE:** ALL work turned in MUST be able to be opened on a PC. Any work submitted that is not viewable on a PC will receive an automatic ZERO. It is highly recommended to submit work in MS Word or PDF format.

## Proyecto empresarial:

The keynote project in this course is a project that you will complete individually or in a small group (up to 3 students) in which you will create a beverage to sell to a target market in Latin America. The project will consist of multiple elements to assess different competencies with the material and the language (spoken, written, etc.). Elements will be turned in throughout the semester as we advance through the course and cover relevant topics. **This project is intensive and it is highly recommended that you work in a small group. However, if you prefer to work individually, that is fine as well. But before you make that decision, please understand that this project is intensive and designed to be done by more than one person.** More information on the project and its components will be provided throughout the semester in Blackboard.

## Examen de vocabulario (Final Vocabulary Test):

Students are responsible for studying **ALL** of the vocabulary found at the end of each chapter throughout the semester. Each week you will be assigned chapter(s) vocabulary to study **on your own**. Many of these terms will already be familiar to you. Towards the end of the semester you will take a vocabulary exam **in Blackboard** to test your knowledge of the vocabulary. The format of the test is the following: 100 questions, will be timed, a definition will be given in Spanish and you will have to select or provide the term in Spanish. You will have **ONE** attempt to take this exam. Check the calendar for the date by which the exam must be taken.

## Examen de lecturas (Final Reading Test):

Towards the end of the course, you will take an exam **in Blackboard** covering the readings and course content, focusing mainly on business and cultural topics/data covered throughout the course. Vocabulary will not be covered in this exam. The format of the exam will be similar to that of the Final Vocabulary Test. Check the calendar on the syllabus for the date by which the exam must be completed. A review will be provided closer to the exam.

## Ejercicios de vocabulario:

Throughout the semester you will complete a variety of vocabulary exercises, turned in through Blackboard. Some will be vocabulary "quizzes" over definitions, etc., and other activities will be more involved: you providing **your own** definitions, translating texts, coming up with synonyms of terms, and more. These activities are designed to **build** and **enhance** your vocabulary and linguistic ability, whether you are native, heritage, or second language speaker. Please see the section below concerning *Academic Integrity* and the specific departmental policy, which applies especially to these assignments.

## Tareas (Homework/Assignments):

Throughout the semester you will perform different activities that you will turn in through Blackboard. These activities include reports, short writings, recordings, and other smaller activities to review the course material and practice business vocabulary in practical ways.

## Foros (Discussion Boards):

In this section, students will share their ideas over an assigned topic. These exercises usually have 2 parts:

- 1) answer the question(s)
- 2) react to a classmate's comments

General guidelines: for First requirement (50%):

- Avoid superficial and/or redundant responses. These assignments do not look for simple regurgitation of concepts, but rather, analysis, depth, development of ideas, and examples to support your ideas. This assignment

looks for high-level, critical thinking. Generic or unrelated comments will not be accepted. Seek to be clear, concise, concrete, and substantive.

- Writing should be senior-level Spanish and should not be superficial.
- RECOMMENDATION: Type response in Word to check for spelling and grammar and then paste into the forum.
- At times, you will be asked to refute/debate a classmate. In this case, you should do so whether you agree or not. We learn a lot by considering different perspectives, as it helps us understand both/all sides of the argument/topic.
- When not asked to refute/debate another student's perspective, you should go deeper than he/she has gone. Do not merely reiterate or say that you like his/her point(s). In order to receive an excellent grade on this part, you **must** give your classmate something additional to consider.

**Make up work:** There are no make ups allowed. You must complete tests and assignments by the due date. The instructor will drop the lowest grade from the first three categories.

### **Attendance:**

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

As an online course, attending class means completing work for your course; merely logging into Blackboard **does not** count as attendance. If you do not complete an assignment by the census date, you will be dropped from the course automatically and you will be responsible for paying back UTA any financial aid received for the course.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Disability Accommodations:** UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).*

**Title IX Policy:** The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).*

**Academic Integrity:** Students enrolled at UT Arlington are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

### **Specific Department Policy Regarding Academic Integrity:**

The use of online translators, however limited, is included in the definition of scholastic dishonesty and is strictly forbidden. Any help obtained from another person on work submitted for a grade, or any help given to another student for the same, including but not limited to composing text, proof-reading, correcting or editing, is considered collusion and will also be reported as cheating. If a student has any doubts whatsoever as to what constitutes any form of scholastic dishonesty, s/he should consult the instructor before submitting work which is subject to the afore-mentioned rules.

**\*\*THE USE OF ELECTRONIC AND ONLINE TRANSLATORS IS FORBIDDEN AND IS CONSIDERED CHEATING IN FOREIGN LANGUAGE CLASSES BECAUSE IT IS NOT THE STUDENT'S WORK. The instructor will proactively investigate the student according to scholastic and academic integrity procedures.**

## **Plagiarism:**

If you take any information from any source, you must cite it. Otherwise, this will be considered an act of plagiarism. I do not expect perfection. State everything in your own words. And, do not use online translators.

Despite the fact that I will not be seeing you in class, I expect students to be very mature and professional about meeting the objectives of this course by not cutting corners in their coursework and reading.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** N/A

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

## System Requirements:

To be ready for the technology used in this course, you will need the following:

- You will need a computer running Microsoft Windows XP (earlier versions may work) or Mac OS X.
- Your computer will need an Internet connection with an available download speed of at least 384 kilobits a second. If you do not have a high speed connection at home, you will need to identify an easily accessible place where there is such a connection.
- To access the media in the course, you will need QuickTime Player on your computer. If you already have a recent version of iTunes installed, you've probably already got a recent version of QuickTime installed on your computer. If you do not have it, you can download the latest version of QuickTime for Windows XP or Mac OS X for free by clicking [here](#).
- To access the PDF documents in this course, you will need Adobe Reader. If you do not have it, you can download the latest version of Adobe Reader for free by clicking [here](#).
- This course is delivered entirely on the Web; thus, you will need a recent Web browser on your computer. If you're reading this page, you've probably already met this requirement. However, if, for some reason, the Web browser that came with your computer has trouble with course pages or media, you may be able to resolve those issues by installing Mozilla Firefox. You can download the latest version of Firefox for free by clicking [here](#).
- Browser cookies have to be enabled for SPAN 4335 in LACWAP to work. If you don't know what a browser cookie is, your browser is probably configured correctly. If you're reading this page, you've probably already met this requirement.
- This course, like many other UTA Web-based services, uses the UTA NetID and password for authentication. If you're reading this page, you've probably already logged into SPAN 4335 using your UTA NetID and password. The OIT Self Service page has a few links to help you with various tasks involving your UTA NetID and password.

## Policy on Technical Difficulties:

If you experience problems with your browser or if you have questions about your hardware or software, please contact the UTA Help Desk: e-mail: [helpdesk@uta.edu](mailto:helpdesk@uta.edu)/ telephone: 817.272.2208 / address: 102A Central Library

It is the students' responsibility:

- to diligently study the information provided on how to resolve common problems and to use the UTA computer labs, if necessary, to access the course material in a timely fashion.
- Students are required to do their work well in advance. The excuse of "my computer broke" will not be acceptable for missing an assignment.

## Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

***N.B.:*** Due dates may change slightly during the semester, depending on various factors and needs of the class. Any change will be announced with sufficient anticipation. – J. Aaron Lansford

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381.

# Calendario del curso

**N.B. Each week begins on Monday and ends on Sunday. All assignments to be turned in for that week are due on Sunday, the final day of the week, unless otherwise noted. This is an online class and will require consistency and discipline. It is strongly recommended that you make a plan and set a schedule for yourself at the beginning of the semester to avoid frustration. During the first few weeks, learn to take control of the workflow instead of letting it control you.**

## **Semana 1: 24 – 27 de agosto – Estudiar sílabo y formato del curso**

Pedir libro (ver información en programa/sílabo); Leer programa del curso

## **Semana 2: 28 de agosto – 3 de septiembre – Cultura hispana**

Éxito comercial, Lectura cultural, Capítulos 2, 5 y 11 (ver páginas en Blackboard)

Éxito comercial, Lectura cultural, Capítulos 6 y 10 (ver páginas en Blackboard)

### **Para entregar:**

Foros: (1) Cultura hispana; (2) Foro: Dinero

## **Semana 3: 4 – 10 de septiembre – Uso de tecnología en mundo hispano**

### **lunes, 4 de septiembre – Día del Trabajador**

Éxito comercial, Lectura cultural, Capítulo 8; Lecturas virtuales (ver enlaces en BB)

Lecturas virtuales sobre Amazon México (ver enlaces en BB)

Lecturas virtuales sobre redes sociales en Latinoamérica (enlaces en BB);

### **Para entregar:**

Foro: Tecnología

Proyecto: Avisarle al profesor sobre grupo deseado para proyecto empresarial por correo-e ([lansford@uta.edu](mailto:lansford@uta.edu))

## **Semana 4: 11 – 17 de septiembre – Felicidad hispana**

Lectura virtual; Canción por Calle 13 (ver enlaces en BB)

### **Para entregar:**

Tarea: (1) ¿Quién es la gente hispánica? (subir a BB); (2) Logotipo que representa a la gente hispánica (subir a BB)

Foro: Felicidad

Proyecto: Profesor publicará grupos finales para proyecto empresarial

## **Semana 5: 18 – 24 de septiembre – Éxito comercial, Capítulos 1 y 4**

Éxito comercial, Capítulo 1, pp. 1-11; Estudiar vocabulario

Éxito comercial, Capítulo 4, pp. 111-115; Estudiar vocabulario

Éxito comercial, Capítulo 1, pp. 12-23; Estudiar vocabulario

Éxito comercial, Capítulo 4, pp. 116-121; Estudiar vocabulario

### **Para entregar:**

Vocabulario: prueba en BB

Proyecto: Reunirse con grupo y planificar el proyecto

**Semana 6: 25 de septiembre – 1 de octubre – Éxito comercial, Capítulos 12 y 5**

Éxito comercial, Capítulo 12, pp. 402-427; Estudiar vocabulario  
Éxito comercial, Capítulo 5, pp. 149-153; Estudiar vocabulario  
Éxito comercial, Capítulo 12, pp. 428-447; Estudiar vocabulario  
Éxito comercial, Capítulo 5, pp. 154-159; Estudiar vocabulario

**Para entregar:**

Vocabulario: prueba en BB

Proyecto: Descripción colaborada de la gente hispana

**Semana 7: 2 – 8 de octubre – Éxito comercial, Capítulos 2 y 6**

Éxito comercial, Capítulo 2, pp. 24-41; Estudiar vocabulario  
Éxito comercial, Capítulo 6, pp. 185-189; Estudiar vocabulario  
Éxito comercial, Capítulo 2, pp. 41-60; Estudiar vocabulario  
Éxito comercial, Capítulo 6, pp. 190-196; Estudiar vocabulario

**Para entregar:**

**Semana 8: 9 – 15 de octubre – Éxito comercial, Capítulos 3 y 11**

Éxito comercial, Capítulo 3, pp. 61-75; Estudiar vocabulario  
Éxito comercial, Capítulo 11, pp. 377-382; Estudiar vocabulario  
Éxito comercial, Capítulo 3, pp. 76-94; Estudiar vocabulario  
Éxito comercial, Capítulo 11, pp. 383-389; Estudiar vocabulario

**Para entregar:**

Vocabulario: ejercicio escrito (subir a BB)

Proyecto: Constitución de la empresa

**Semana 9: 16 – 22 de octubre – Éxito comercial, Capítulo 7**

Éxito comercial, Capítulo 7, pp. 212-229; Estudiar vocabulario  
Éxito comercial, Capítulo 7, pp. 230-245; Estudiar vocabulario

**Para entregar:**

Vocabulario: prueba en BB

Tarea: Visión de liderazgo (subir a BB)

Proyecto: Logotipo de la empresa

**Semana 10: 23 – 29 de octubre – Éxito comercial, Capítulo 8**

Éxito comercial, Capítulo 8, pp. 246-268; Estudiar vocabulario  
Éxito comercial, Capítulo 8, pp. 269-290; Estudiar vocabulario

**Para entregar:**

Vocabulario: ejercicio escrito (subir a BB)

Proyecto: Posicionamiento de la marca

**Semana 11: 30 de octubre – 5 de noviembre – Éxito comercial, Capítulo 9**

Éxito comercial, Capítulo 9, pp. 291-301; Estudiar vocabulario  
Éxito comercial, Capítulo 9, pp. 302-314; Estudiar vocabulario

**Para entregar:**

Tarea: Segmentación nueva del mercado hispano (subir a BB)

Proyecto: Presencia en las redes sociales

**Semana 12: 6 – 12 de noviembre – Éxito comercial, Capítulos 9 y 10**

Éxito comercial, Capítulo 9, pp. 315-326; Estudiar vocabulario  
Éxito comercial, Capítulo 10, pp. 327-339; Estudiar vocabulario  
Lectura virtual – Smart Pricing

**Para entregar:**

Vocabulario: ejercicio escrito (subir a BB)

Proyecto: Segmentación colaborada del mercado hispano

**Semana 13: 13 – 19 de noviembre – Éxito comercial, Capítulo 10**

Éxito comercial, Capítulo 10, pp. 340-350; Estudiar vocabulario  
Éxito comercial, Capítulo 10, pp. 351-362; Estudiar vocabulario

**Para entregar:**

Proyecto: (1) Descripción y justificación del mercado objetivo;

(2) Investigación dialectal

**Semana 14: 20 – 26 de noviembre – Éxito comercial, Capítulo 13**

Éxito comercial, Capítulo 13, pp. 448-469; Estudiar vocabulario  
Éxito comercial, Capítulo 13, pp. 470-490; Estudiar vocabulario

**Observación de Día de Acción de Gracias: 23-24 de noviembre**

**Para entregar:**

Vocabulario: prueba en BB

Proyecto: (1) Plaza/Acceso/Distribución; (2) Estructuración y estrategia de precio

**Semana 15: 27 de noviembre – 3 de diciembre – Éxito comercial, Capítulo 14**

Éxito comercial, Capítulo 14, pp. 491-514; Estudiar vocabulario  
Éxito comercial, Capítulo 14, pp. 514-536; Estudiar vocabulario

**Para entregar:**

Proyecto: (1) 3 anuncios publicitarios; (2) Carta de negocios; (3) Conversación por teléfono grabada; (4) Final Project peer assessment (in BB)

**Semana 16: 4 – 10 de diciembre – Exámenes finales**

Examen de vocabulario final (en BB)

Examen de lecturas final (en BB)