

Department of Modern Languages

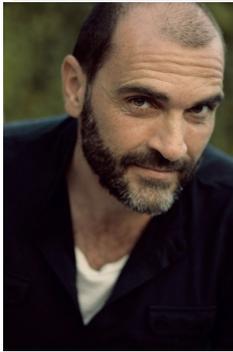
SPN 3444 Spanish for Business in Latin America

Primavera 2021

This is a Discipline-Specific Global Learning course that counts toward your FIU Global Learning graduation requirement.

INFORMACIÓN GENERAL

INFORMACIÓN DEL PROFESOR



INSTRUCTOR: Jose Morcillo Gómez

AULA: 508.

OFFICE HOURS: By appointment. Bowen 212

HORAS DE ATENCIÓN: Cita previa.

E-MAIL: jmorcill@fiu.edu

DESCRIPCIÓN DEL CURSO

Este curso pretende ofrecer a los alumnos las herramientas necesarias para familiarizarse con el mundo de los negocios en Latinoamérica. La metodología utilizada se basa en el desarrollo de tareas contextualizadas en el mundo de la empresa y en el contexto económico-financiero latinoamericano. Partiendo el proyecto de empresa diseñado en el curso de SPN 3440 de Español de Negocios, los estudiantes adaptarán sus proyectos a la realidad económica y de mercado de uno de los países de Latinoamérica.

OBJETIVOS

- Conocer el vocabulario relacionado con el mundo de los negocios y la empresa.
- Aprender el proceso para elaborar un plan de empresa en español en el mercado latinoamericano.
- Conocer los elementos culturales que intervienen en el mundo de los negocios.
- Conocer las técnicas de marketing y comunicación empresarial.
- Desarrollar conocimientos de lengua española a partir de la práctica diaria en un contexto de habla y gestión de empresa en español.
- Desarrollar habilidades de comunicación persuasiva y comercial.
- Interactuar entre personas hablando, escuchando y escribiendo en español.
- Profundizar en el conocimiento del sector económico y financiero de los distintos países latinoamericanos.

REQUISITOS DEL CURSO

- **ASISTENCIA Y PARTICIPACIÓN.** El alumno debe venir a clase preparado. Venir preparado significar haber leído, visto y estudiado los materiales propuestos para ese día previamente en casa y tomar notas de los aspectos que quiere discutir en clase. Para llevar a cabo una participación positiva, el estudiante debe involucrarse activamente en la clase respondiendo a las preguntas propuestas, debatiendo con sus compañeros y ofreciéndose voluntario para las diferentes actividades. Cada día el alumnado será valorado con un máximo de 5 puntos. Cualquier ausencia deberá ser justificada con documentación. Dos ausencias injustificadas están permitidas en el semestre. A partir de la tercera ausencia, se penalizará bajando un nivel en la nota final (de A a A-, y así sucesivamente). **La ausencia en más de 6 clases sin justificación será razón suficiente para una F automáticamente si el profesor así lo considera.**
- **TRABAJO FINAL.** Al final del semestre, habrá que presentar un trabajo individual en el que se analice cómo es la relación comercial entre China y otros dos países de Latinoamérica. Se puede elegir el que se quiera, siempre que haya relaciones comerciales entre ambos. El trabajo deberá presentarse en **Times New Roman, a doble espacio, y con letra 12.** La extensión máxima es de 10 páginas y la mínima de 7. La fecha límite de entrega es el **21 de mayo**. No habrá excepciones al respecto, ni posibilidad de obtener una nota de “Incomplete” por el hecho de no haber terminado el trabajo.
- **PRESENTACIÓN EN GRUPO.** Cada grupo hará una presentación sobre las relaciones comerciales económico financieras con distintos países de Latinoamérica. Cada grupo tendrá asignado un país. Se grabará un vídeo con la presentación y se enviará a través de Canvas. En el vídeo tendréis que participar todos los miembros del grupo.
- **FOROS DE DISCUSIÓN.** Cada semana se planteará una tarea en el foro de discusión a la que cada grupo de forma conjunta deberá responder. La extensión de la aportación variará dependiendo de cada tarea (aproximadamente entre 200 y 300 palabras). Se valorarán el número de aportaciones, la relevancia de las mismas, así como la precisión, coherencia, corrección y originalidad de lo escrito. Se valorada también la interacción con comentarios, sugerencias o propuestas a los otros grupos en, al menos, una ocasión semanal. Más adelante queda clara la rúbrica que seguiremos para la valoración de esta tarea.

MATERIAL DIDÁCTICO

Todas las lecturas obligatorias y el material audiovisual que se usará en esta clase estarán disponibles a través de **Canvas**

IMPORTANT INFORMATION

Policies

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Please review the FIU's Policies webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

As a member of the FIU community you are expected to be knowledgeable about the behavioral expectations set forth in the FIU Student Code of Conduct.

Technical Requirements and Skills

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "What's Required" webpage to find out more information on this subject.

Please visit our Technical Requirements webpage for additional information.

Accessibility and Accommodation

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Please visit our ADA Compliance webpage for information about accessibility involving the tools used in this course.

Please visit the LMS Accessibility webpage for more information:

Canvas

For additional assistance please contact FIU's Disability Resource Center.

Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: Cheating – The unauthorized use of books, notes, aids,

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electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Learn more about the academic integrity policies and procedures as well as student resources that can help you prepare for a successful semester.

Course Communication

I welcome your thoughts, suggestions, and questions throughout the semester. Please, contact me if you have any questions or need assistance at any time during the semester and do not wait until the end of the term to ask for help or clarification. I prefer that all initial communications are done via **Wechat**. I am also available to meet with you by appointment if you are on campus.

Course Prerequisites

Advanced Spanish language proficiency (SPN 3422 or equivalent) is required in the four skills: reading, writing, listening, and speaking. Students should already have the ability to express complex ideas in Spanish, in both written and oral formats.

Expectations of this Course

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Course Details

Online Format and other Course Materials

Expectations for performance in online courses are the same as for traditional courses. On the Canvas platform, you will find announcements, selected reading assignments, additional recommended readings, class notes, articles, related links, and all other relevant information.

To sketch the broadest possible picture of our subject matter, we will draw on selected readings from books, journal articles and newspapers, as well as film and documentaries, student presentations and use of multimedia. We will seek to have both in-class and online conversations and discussions based on an interdisciplinary, interactive approach. These conversations will be critical in nature and they will deal with the social, cultural and political implications of past and current events. We will thus interrogate a wide range of issues in order to reach a better understanding of the historical period reviewed and other cultural aspects presented or assigned in class.

Discussion Forums

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We will discuss selected assigned readings, documentaries and films, via a discussion board. Students are expected to post their own reflections and also comment about other students' postings. The purpose of the discussion board is to frame and promote collaborative learning. Active and regular participation is not only important for me to see, but also important for you in learning the course content and in developing your thoughts and positions on various topics.

The three cardinal rules for Discussion Boards:

Please remember that the cultural of mutual respect that is part of this course extends into the virtual classroom environment.

Participation in these discussion boards is required.

Participation alone is not enough; a thoughtful and meaningful approach in your posts is required. (Quality counts!)

The total of your participation in a single discussion board question (topic) will be graded on a ten point scale. Here is the protocol for posting and contributing to an online discussion:

You are expected to participate on at least 3 different days.

You should begin at least one thread and provide at least three posts in response to other participants' threads.

The length of the initial posting should be at least 200 words. Whether you agree or disagree with other classmates' ideas, explain why with supporting evidence and concepts from the readings or a related experience. Include a reference, link, or citation when appropriate.

Be organized in your thoughts and ideas.

Incorporate correlations with the assigned readings or topics.

Stay on topic.

Provide evidence of critical, college-level thinking and thoughtfulness in your responses or interactions. Avoid summarizing.

Contribute to the learning community by being creative in your approaches to topics, being relevant in the presented viewpoints, and attempting to motivate the discussion.

Be aware of grammar and sentence mechanics.

Use proper etiquette. Remember that being respectful is critical.

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Discussion Forum Rubric

Participating is measured by posting on 3 different days. You should make a minimum of three postings in total: one new thread (minimum 200 words) and two thoughtful responses (minimum 50 words each) to different members. Your participation will be graded on a ten point scale as follows.

A Discussion (9-10 points) – participated 3 times, minimum of 3 posts

A-level postings:

Are made in a timely fashion, giving others an opportunity to respond.

Are thoughtful and analyze the content or question asked.

Make connections to the course content and/or other experiences.

Extend discussions already taking place or pose new possibilities or opinions not previously voiced.

Are from participants who motivate group discussion, and present a creative approach to the topic.

*If these criteria are met but the word count is not met, the score will drop two points.

B Discussion (8-9 points) – participated 2 times, minimum of 3 posts

B-level postings:

Are made in a timely fashion, giving others an opportunity to respond.

Are thoughtful and analyze the content or question asked.

Make connections to the course content and/or other experiences, but connections are unclear, not firmly established or are not obvious.

Contain novel ideas, connections, and/or real-world application but lack depth, detail and/or explanation.

Are from participants who interact freely and occasionally attempt to motivate discussion.

*If these criteria are met but the word count is not met, the score will drop two points.

C Discussion (7-8 points) – participated 2 times, minimum of 2 posts

C-level postings:

Are usually, but not always, made in a timely fashion.

Are generally accurate, but the information delivered is limited.

Make vague or incomplete connections between class content and posting by other students.

Summarize what other students have posted and contain few novel ideas.

Show marginal effort to become involved with group.

*If these criteria are met but the word count is not met, the score will drop two points.

D Discussion (6-7 points) – participated 1 time

D level postings:

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Are not made in timely fashion, if at all.

Are superficial, lacking in analysis or critique.

Contribute few novel ideas, connections, or applications.

May veer off topic.

Show little effort to participate in learning community as it develops.

*If these criteria are met but the word count is not met, the score will drop two points.

F Discussion (0 points).

Participant was rude or abusive to other course participants. In this case, the number and quality of other posts is irrelevant.

OR

Participant failed to meet the basic criteria for the "D Discussion".

PORCENTAJES DE LA NOTA GLOBAL

- | | |
|------------------------------|-----|
| - Asistencia y participación | 20% |
| - Trabajo final | 40% |
| - Presentación de grupo | 15% |
| - Foros de negocios | 25% |

ESCALA DE NOTAS

95-100 A	73-77 C
90-94 A-	70-72 C-
88-89 B+	68-69 D+
83-87 B	63-67 D
80-82 B-	60-62 D-
78-79 C+	0-59 F

NORMAS DEL CURSO

- Se podrá utilizar el móvil para acceso a diccionarios de español on line. De igual forma se podrán utilizar los ordenadores portátiles para poder hacer parte de la tarea en clase. Es importante no utilizar los dispositivos electrónicos para tareas que no tienen que ver con los contenidos de la clase a fin de evitar que los estudiantes se distraigan.
- Todos los trabajos deberán ser realizados en la fecha indicada en el syllabus. No se aceptarán posteriormente.
- No estará permitida la falta de respeto hacia ningún miembro de la clase. Se respetarán todas las creencias religiosas, políticas, raciales o sexuales. La violación de alguna de éstas será motivo de expulsión temporal de la clase.
- Los trabajos deben ser originales e individuales. El plagio será penalizado con una F. Véase la normativa de FIU sobre plagio e integridad académica: <http://academic.fiu.edu/academicbudget/misconductweb/1acmisconductproc.htm>

PROGRAMACIÓN

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Semana 1 (24 de febrero al 1 de marzo)

Introducción del curso. Cómo hacer negocios en Latinoamérica

Semana 2 (2-8 marzo)

Mercado económico-financiero de México

Semana 3 (9-15 marzo)

Mercado económico-financiero de México

Semana 4 (16-22 marzo)

Mercado económico-financiero de América Central: Costa Rica y Panamá

Semana 5 (23- 29 marzo)

Mercado económico-financiero de América Central: Costa Rica y Panamá

Presentación I: Honduras

Semana 6 (30 de marzo al 5 de abril)

Mercado económico-financiero: Colombia

Semana 7 (6-12 abril)

Mercado económico-financiero: Brasil

Semana 8 (13-19 abril)

Mercado económico-financiero: Brasil

Presentación II: Brasil

Semana 9 (20-26 abril)

Mercado económico-financiero: Chile

Semana 10 (27 de abril al 3 de mayo)

Mercado económico-financiero: Perú

Presentación III: Chile

Semana 11 (4- 10 mayo)

Mercado económico-financiero: Argentina

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Semana 12 (11- 17 mayo)

Mercado económico-financiero: Argentina

Presentación IV: República Dominicana

Semana 13 (18-24 mayo)

Mercado económico-financiero: Miami

Presentación V: Miami

DÍAS SIN CLASE:

April 4-6; May1-5;

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RUBRICS

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**DEPARTMENT OF MODERN LANGUAGES (SIPA)
UNDERGRADUATE STUDENT ASSESSMENT FOR SPANISH BA**

Fall/Spring/Summer _____

Student: _____

Faculty Member: _____

Rubric for the Assessment of Subject Content Knowledge

	Indicators of Subject Content Knowledge	Level of Achievement					Score
		1	2*	3	4**	5	
1	Research Selects professional/academic sources.	Cites mostly public internet material. Little inquiry; limited knowledge shown.		Cites some reliable and appropriate sources. Explores topic with curiosity; adequate knowledge from variety of sources displayed.		Complete use of professional/academic sources. Knowledge base displays scope, thoroughness, and quality.	
2	Content and Development Includes a developed introduction with a thesis statement, as well as specific details, examples, reasons, etc.	No clear thesis. Few details to support statements and arguments.		Thesis attempted but not covering same ground as essay. Includes enough detail to indicate familiarity with the text but the arguments are not fully developed.		Clear thesis supported by evidence. Points are thoroughly developed with originality and great clarity. Arguments are supported with sufficient detail from sources throughout the essay.	
						TOTAL	

*Exhibits most characteristics of '1' and some of '2'

**Exhibits most characteristics of '3' and some of '5'

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**DEPARTMENT OF MODERN LANGUAGES (SIPA)
UNDERGRADUATE STUDENT ASSESSMENT FOR SPANISH BA**

Fall/Spring/Summer _____

Student: _____

Faculty Member: _____

Rubric for the Assessment of Critical Thinking

	Indicators of Critical Thinking	Level of Achievement				Score
		1	2*	3	5	
1	Constructs & Interprets Identifies and evaluates conclusions, implications, & consequences; develops ideas	Conclusions, implications, or consequences are not provided.		Accurately identifies conclusions, implications, and consequences with a brief evaluative summary & states own position on the question.	Accurately identifies conclusions, implications, and consequences with a well-developed explanation; provides an objective reflection of own assertions.	
2	Comprehension and Analysis Comprehension and analysis of plot, characters, themes, structure, etc. Includes textual evidence relevant to the topic discussed. Explains/ interprets vs. summarizing.	Contains factual errors. Lack of evidence, showing little familiarity with the text. Mostly summarizing with some errors.		Contains occasional errors. Includes incomplete evidence from the text to support statements. Uses some relevant terminology but not always correctly. Summarizes accurately but little evidence of analysis.	Shows outstanding comprehension and perception. Includes all evidence relevant to points being made. Incorporates relevant literary terminology accurately. Integrates form and content perceptively.	

*Exhibits most characteristics of '1' and some of '3'
**Exhibits most characteristics of '3' and some of '5'

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**DEPARTMENT OF MODERN LANGUAGES (SIPA)
UNDERGRADUATE STUDENT ASSESSMENT FOR SPANISH BA**

Fall/Spring/Summer _____

Student: _____

Faculty Member: _____

Rubric for the Assessment of Written Communication

	Indicators of Effective Writing	Level of Achievement				Score
		1	2 *	3	4** 5	
1	Documenting Sources Correctly Follows MLA format correctly	Citations missing or with frequent errors. Most parenthetical citations do not correspond with bibliography.		Citations present but incomplete or with occasional errors. A few parenthetical citations do not correspond with bibliography.	Citations written correctly throughout. All parenthetical citations correspond with bibliography.	
2	Language and Style Word choice & sentence variety	Displays frequent & fundamental errors in vocabulary; repetitive words and sentence types; sentences may be simplistic and disjointed.		Competent use of language and sometimes varies sentence structure; generally focused.	Choice of language & sentence structure is precise & purposeful, demonstrating a command of language and variety of sentence structures.	
3	Language Conventions Grammar, punctuation, spelling, paragraphing, format.	Errors interfere with writer's ability to consistently communicate purpose; pervasive mechanical errors obscure meaning; inappropriate format; in text and ending documentation are generally inconsistent and incomplete; cited information is not incorporated into the document.		Occasional errors do not interfere with writer's ability to communicate purpose; generally appropriate format; in text and ending documentation are generally clear, consistent, and complete; cited information is somewhat incorporated into the document.	Control of conventions contribute to the writer's ability to communicate purpose; free of most mechanical errors; appropriate format; In text and ending documentation are clear, consistent, and complete; cited information is incorporated effectively into the document.	
4	Focus and Unity Focus, coherence, progression of ideas, thesis developed	Disorganized and unfocused; serious problems with coherence and progression of ideas; weak or non-existent thesis.		Generally organized & focused, demonstrating coherence & progression of ideas; presents a thesis and suggests a plan of development that is mostly carried out.	Clearly focused and organized around a central theme; thesis presented or implied with noticeable coherence; provides specific & accurate support.	
5	Development & Organization Ideas, examples, reasons & evidence, point of view	Topic is poorly developed; supporting details are only vague & general; ideas are undeveloped; wording is unclear, simplistic; reflects lack of understanding of topic and audience; minimally accomplishes goals of the assignment.		Topic is evident; some supporting detail; wording is generally clear; reflects understanding of topic and audience; generally accomplishes goals of the assignment.	Thesis topic is clearly stated and well developed; details/wording is accurate, specific, appropriate for the topic with no digressions; evidence of effective, clear thinking; completely accomplishes the goals of the assignment.	
					TOTAL	

**Exhibits most characteristics of '1' and some of '3'

**Exhibits most characteristics of '3' and some of '5'

**DEPARTMENT OF MODERN LANGUAGES (SIPA)
UNDERGRADUATE STUDENT ASSESSMENT FOR SPANISH**

Rubric for the Assessment of Oral Communication

	Indicators of Effective Oral Communication	Level of Achievement					Score
		1	2*	3	4**	5	
1	Organization: Main points distinct from support, transitions, coherence	Lack of structure; ideas are not coherent; no transitions; difficult to identify introduction, body, and conclusions.		Clear organizational pattern; main points are made clearly; smooth transitions; differentiate key points.		Effective organization well suited to purpose; main points are clearly distinct from supporting details; transitions create coherent progress toward conclusion.	
2	Connection to Audience and Delivery: Eye contact, movement, voice, use of notes	Reads speech; avoids eye contact; poor body language; Topic seems irrelevant to audience; no attempt made to connect to audience.		Some relevant to topic to audience needs and interests; expresses an understanding of the target audience; some attempt to capture audience; Unobtrusive use of notes.		Connection of topic to audience needs and interests is stated; captures audience's attention; inconspicuous or no use of notes.	
3	Language Skills: Speaking fluency, appropriate use of vocabulary, pronunciation, diction	Poor voice quality; poor fluency (e.g., long pauses, excessive use of vocal fillers). poor hard-to-understand pronunciation; frequent errors in vocabulary selection, or lack of word		Some eye contact made; body language supports key points; voice rate and volume allow audience to follow message; adequate fluency (e.g., minimal pauses, some use of vocal fillers). clear pronunciation, though possibly with notable accent; usually correct vocabulary choices.		Effective eye contact with audience; body language is dynamic, natural and comfortable; voice rate, pitch and volume is varied to maintain audience interest; high fluency (e.g., strong and confident delivery with purposeful pauses and few vocal fillers); appropriate use of vocabulary, pronunciation completely understandable and close to native standard.	
						TOTAL	

*Exhibits most characteristics of '1' and some of '3'
**Exhibits most characteristics of '3' and some of '5'

Global Learning Course Assessment Matrix

Faculty Name: Jose Morcillo Gomez

Course: SPN 3444: Spanish for Business in Latin America

Academic Unit: Modern Languages

Degree Program: BA Spanish

Qingdao, China

Semester Assessed: Spring 2020

<p>Global Learning Student Learning Outcome Addressed</p>	<p>Assessment Method</p>
<p>Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.</p>	<p>Assessment Activity/Artifact: The economic relation between China and Latin America. Students will have the opportunity to talk to the Trading commissioner of Pro Chile International Agency. The international office in Beijing. A governmental office from Chile Embassy in China.</p>
<p>Course Learning Outcome</p>	<p>Evaluation Process:</p>
<p>Students will be able to analyze the interconnections between historical events, political regimes, and linguistic changes that led to the development of a particular business culture in Latin America.</p>	<p>This task started with a global analysis about the long history of the economic and diplomatic relations between China and Chile. The students watched some videos in Spanish talking about this long history and reading journal articles about how is now days the current relation between both countries. This work is done in class and all the students have a document that the professor is using like the outcome of the task. The lecture with the commissioner is done by zoom and all the students attended. In groups they had to prepare questions in groups to the Chilean Superior Trading commissioner. The process of evaluation is continuous during the all course and this is part of the tasks to complete the topic related with the Module called Spanish for Business with Latin America: Chile-China. Is expected to have at least 80% of the students getting at least 8/10 score after the whole module. Minimum Criteria for Success: 80% of students will score 90/100 (B average) or better; no student will score less than 80/100 (C- average). Sample: All students will be assessed.</p>
<p>Use of Results for Improving Student Learning</p>	<p>Use of Results for Improving Student Learning</p>
<p>This type of tasks are recommendable in order to connect the real world with the contents of the course. Most of the Chinese students participating in our Dual Degree in Spanish in Qingdao are not aware about how important is the Economic and diplomatic relation between their country, China, and Latin America. In this case, Chile is the first country in the Western World having a Free Trade agreement with this Asian country. In this type of tasks, we need to be careful updating the contents to the current situation during the time we are teaching this course. For example, the first year I taught the course, the Government was different in Chile. Even though, in this case, the relations did not change in the last course that I taught the course (Spring 2020) with another government in this Southern American country. We need to have a continuous follow up of how the situation is when we are preparing a new course.</p>	

Global Learning Course Assessment Matrix

Faculty Name: Jose Morcillo Gomez

Course: SPN 3444: Spanish for Business in Latin America

Academic Unit: Modern Languages

Degree Program: BA Spanish Qingdao, China

Semester Assessed: Spring 2020

<p>Global Learning Student Learning Outcome Addressed</p>	<p>Assessment Method</p>
<p>Global Perspective: Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.</p>	<p>Assessment Activity/Artifact: Final paper describing the economic relation between two countries of Latin America and China.</p> <p>Evaluation Process: Evaluate if students can (1) identify perspective (knowledge), (2) subtle perspective (analysis), and (3) problem solve (synthesis) in the documentaries, journal articles, statistics charts, videos and discussion in class.</p>
<p>Course Learning Outcome</p>	
<p>Students will be able to analyze a complicated multicultural situation that is taking place in Latin America and relate it to events taking place in other parts of the world.</p>	<p>Minimum Criteria for Success: All students will be able to identify global perspective; 80% of students will show the ability for subtle perspective; 90% of students will show an aptitude for problem solving during the writing and to be able to use Spanish to talk about business with Latin America</p> <p>Sample: All students will be assessed.</p>
<p>Use of Results for Improving Student Learning</p>	
<p>I am using this final paper task since 2017, the first year I taught this course in Qingdao. I must say that it is recommendable to clarify that it is important to include updated information in the paper. The economic indicators can vary from one year to the other, and then we need to explain very well what the students need to do and how to do it. We can provide new sources to help them to get the most accurate information. In the Chinese internet browsers is difficult to get information about the current relation between Latin American countries and China. That is why our FIU students can use our library and the sources and materials they have during the course.</p>	

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Global Learning Course Assessment Matrix

Faculty Name: Jose Morcillo Gomez

Course: SPN 3444: Spanish for Business in Latin America

Academic Unit: Modern Languages

Degree Program: BA Spanish

Qingdao, China

Semester Assessed: Spring 2020

<p>Global Learning Student Learning Outcome Addressed</p>	<p>Assessment Method Assessment Activity/Artifact: Analyzing the macroeconomic Chinese project, the route and the host focusing on the relation with Latin American countries. .</p> <p>Evaluation Process: The students will analyze an official document issued by the government of China talking about this macroeconomic project and the Economic relation with the Latin American countries. We work in groups of 4 students and each group has read and to prepare a presentation for the rest of the class. All the work and the document has to be done in Spanish</p> <p>Minimum Criteria for Success: 80% of students will score 90/100 (C average) or better on the second written reflection; no student will score less than 60/100 (D- average)</p> <p>Sample: All students will be assessed.</p>
<p>Global Engagement: Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.</p>	
<p>Course Learning Outcome Students will be able to demonstrate openness (and an ability to convince others to be open) to cultural differences found between aspects of contemporary Latin American business culture and similar aspects of business culture in other parts of the world.</p>	
<p>Use of Results for Improving Student Learning</p>	
<p>Doing the task the students will know the important relation that China has with Latin America. Especially since the last 15 years, and mainly after the 2008 Economic Crisis in the Western World. The main issue is to make the students to read a document that has high-level difficulty in the content. We would need to introduce the document to the class. We need to highlight new vocabulary and the historical context of this document. Be aware of these possible difficulties before we do the task. Another option to improve it is to get visual documentation that can make easier the understanding of the contents.</p>	