



University of  
New Haven

## *Spanish for Business*

### SECTION I: Course Overview

**Course Code:** SPN305

**Subject Area(s):** Spanish Language & Culture

**Prerequisites:** See Below

**Language of Instruction:** Spanish

**Total Contact Hours:** 45

**Recommended Credits:** 3

### COURSE DESCRIPTION

This advanced Spanish language and culture course will prepare you for successful communication in the Spanish-speaking business world. Learning a second language implies much more than acquiring structures or words. It means developing a series of mechanisms to interact with people of different cultures. Spanish for business targets all aspects of learning a second language, but unlike other classes, language structures will not be the only focus. This course will also emphasize essential business terminology and language situations in business contexts such as writing a commercial letter, holding a meeting, presenting a product, writing a resume, or carrying out a business presentation. You will also gain an understanding of the cultural traits that distinguish the business environment in Spain and the Spanish-speaking world in comparison with the U.S.

The course combines several integrated approaches intended to develop your skills. Most in-class time is devoted to speaking and practicing Spanish through a combination of group-based and individual activities, focusing on business related themes. The course content is presented through the use of varied materials such as newspaper articles, business communications material and research and field observations.

Class size hardly ever exceeds 15 students so that you have sufficient opportunities to practice your spoken Spanish and receive personal attention from your instructor.

### LEARNING OBJECTIVES

#### Cognitive / Knowledge skills

- expand functional vocabulary, in particular, the language of the Spanish-speaking professional world
- use complex constructions in the context of the Spanish-speaking professional world
- increase cultural awareness through cultural readings and case studies as a tool for establishing successful business relationships with Spanish speakers

### Analytical / Critical Thinking Skills

- analyze different professional contexts and make decisions about the language that is most appropriate in those contexts
- analyze the characteristics of different types of professional oral and written texts in the host culture
- develop and use critical thinking tools for understanding your new social and cultural surroundings and apply your knowledge to make your professional communication more effective

### Language Skills (Oral & Written)

- strengthen communicative skills in Spanish for professions, with an emphasis on business
- develop professional reading and writing skills (business letters, job ads, job applications, resume, marketing plans and other business forms)
- develop professional oral skills through oral presentations in a variety of business scenarios such as job interviews, business meetings, negotiations, etc.

### Affective & Behavioral / Attitudinal Skills

- demonstrate a heightened appreciation and curiosity for the Spanish culture
- apply cross-cultural understanding and language proficiency in a variety of business scenarios such as job interviews, business meetings, negotiations, etc.
- engage with the host population on the subject of business and career development
- estimate the progress of your learning process

## **PREREQUISITES**

Prior to enrollment, this course requires you to have completed advanced Spanish or the equivalent of five semesters of college level Spanish.

## **SECTION II: Instructor & Course Details**

### **INSTRUCTOR DETAILS**

<b>Name:</b>	TBA
<b>Contact Information:</b>	TBA
<b>Term:</b>	SEMESTER

### **ATTENDANCE POLICY**

This class will meet twice weekly for approximately 85 minutes each session. All students are expected to arrive on time and prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SPRING / FALL SEMESTER		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at Xth absence
Courses meeting 2 day(s) per week	2 Absences	8 <sup>th</sup> Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES								
Absence	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
Penalty	No Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	1.5 Grades Docked	2 Grades Docked	2.5 Grades Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES								
Grade	A+	A+	A	A-	B+	B	B-	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

## GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

<b>Class Participation</b>	<b>10%</b>
<b>AICAP Activities</b>	<b>6%</b>
<b>Business Writings</b>	<b>16%</b>
<b>Field Studies</b>	<b>18%</b>
<b>Midterm Exam</b>	<b>20%</b>
<b>Final Project</b>	<b>10%</b>
<b>Final Exam</b>	<b>20%</b>

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

## ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

**Class Participation (10%):** Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	<b>A+</b> (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	<b>A/A-</b> (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	<b>B+/B</b> (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	<b>B-/C+</b> (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	<b>C/C-</b> (7.69 – 7.00)
	<b>D</b>

You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	(6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	<b>F</b> (5.99 – 0.00)

Performance and collaboration at both **Homework correction** and participation at the **Acting Classes** will also be taken into account.

Assignments and textbook exercises (set out in the *Assignment* column of the *Course Calendar* below) will be corrected at the beginning of each class. All assignments are subject to change based on class progress, and you will be normally told in the preceding class of such changes. All assignments should be prepared before class. Keeping up with your homework is crucial to ensure a satisfactory progress in the language learning process. You are responsible for all assigned work and you should be aware that absence from the preceding class is not an excuse for non-preparation. If you wish to have your homework further explained by the instructor, please bring it to their attention at the end of the class period.

When determining your class participation grade, traditional criteria such as material preparation, completed reading before class, and collaborative group and pair work are all evaluated. But, it is the active, meaningful, and informed verbal and written contribution that you make that is most important to your overall participation grade.

**Self-Learning Activities (6%):** While developing your learning autonomy, you will have to complete two Moodle assignments based on two of these AICAP Activities:

- **Seville Monuments:** Local Gems
- **Flamenco:** A Vision of Flamenco
- **Spanish Cuisine:** Slice it –n- Dice It

**Business writing #1 & Business writing #2 (16%):** Several short compositions related to the business field will be assigned during the course. The writing component of the course will be in form of business letters, designing your own resume, case studies, and job applications. You will submit written work periodically and it will be evaluated on the basis of format, content, and accuracy. **No late writings will be accepted.**

As you write, draw on the structures and vocabulary of recent lessons; you will practice the language functions you learn in class, so that you can integrate the grammar and vocabulary covered during the previous weeks. Avoid drafting a composition in English and then translating it into Spanish. Instead, recombine creatively the Spanish models you have mastered so far. Your work will be evaluated on the basis of accuracy of expression, integration of new vocabulary and creative content.

**\*\*NOTE:** Plagiarism is unacceptable: never copy your composition from another source. Always cite every source used in your papers, including sources obtained via the Internet. You are not allowed to ask anyone for help writing or even proofreading these compositions. The use of Internet translation services is considered plagiarism. Students who are guilty of plagiarism will be assigned a 0 for the activity and their home institution may be notified.

**Field Study #1 & Field Study #2 (18%):** You will participate in two long activities outside class where there will be interaction with Spanish speakers. The idea behind these activities is to get you to interact with your surroundings and test your language skills first-hand in a real situation. These projects give you an opportunity to practice your oral and communication skills and to demonstrate the level of Spanish achieved during the term. These will include surveys on different topics, onsite research of local sites of interest and observations.

All activities have an assigned task. While developing your learning autonomy, you will have to complete both the working sheet and a conclusion or reflection upon the data found. The instructor will explain in detail the specific approach and suggested content of the projects. Both rules regarding the report on the experience based and the guidelines will be provided by the instructor. **No late reports will be accepted.**

**Midterm Exam (20%):** The test is designed to establish the progress you are making towards meeting the course learning objectives listed above. It will evaluate two different aspects of the course: language skills and business related content learned throughout the semester. The Midterm Exam will take place on the mid-session of the term.

**Final Project -idea de negocio y estudio de Mercado- (10%):** Students will have to create a company or design a new product. The project consists of a marketing and finance plan together with a presentation and defense of your project by the end of the term. The instructor will explain in detail the specific approach and suggested content of the project. You will submit to the instructor periodic updates on the progress of your project and these will count towards the overall assessment of your work.

**Final Exam (20%):** This written evaluation will assess two different aspects of the course: language skills and business related content learned throughout the semester. The Final Exam is comprehensive and it will be administered at the end of the term.

## **EXPERIENTIAL LEARNING ACTIVITIES (AICAP)**

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city. These activities may include field studies, guest lectures and/or activities offered through our Academically Integrated Cultural Activities Program (AICAP). The following experiential learning activities are recommended for this course:

- **Field Studies:** The traditional Spanish Market & Commerce in Spain

The following AICAP activities are strongly recommended for this course:

- Intercambio (Language Exchange) Program: Say It Like It Is
- Spanish cuisine: Slice it –n- Dice It
- Flamenco: A Vision of Flamenco
- Seville monuments: Local Gems

### **Co-curricular Activities:**

The following activity is mandatory for this course:

- MAP (*Making Abroad Purposeful*) II

Part of the sessions will be dedicated to using the abroad experience as a professional springboard, either embarking upon an international career path or leveraging this exposure for future endeavors.

## **REQUIRED READINGS**

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

**I. REQUIRED TEXT(S):** You may purchase the required text(s) prior to departure or upon program arrival. The required text(s) are listed below:

CORPAS, Jaime et. al. *AULA 3 Internacional Curso de español. Nueva Edición*. Barcelona: Difusión, 2014

Depending on the progress and interests of the class, your teacher will occasionally hand out copied extracts from the texts cited in the Recommended Readings list below. In addition, you are highly recommended to purchase a Spanish/English-English/Spanish dictionary, and to bring it with you to all lessons. Consult your instructor for recommendations.

**II. SELECTED READING(S):** The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

DE PRADA, Marisa et al. (2006). *Hablando de Negocios*. Madrid: Edelsa.

GONZALEZ, Marisa et al. (2002). *Socios 1*. Barcelona: Difusión.

MARTINEZ, Lola et al. (2017). *Socios 2*. Barcelona: Difusión.

PALOMINO, María Ángeles. (2004). *Técnicas de Correo Comercial*. Madrid: Edelsa.

PROST, Gisèle (2014). *Al Día@. Curso superior de español para los negocios. Nueva edición*. Madrid: SGEL.

TANO, Marcelo (2017). *Expertos*. Barcelona: Difusión.

WAGNER, Detlev et al. (1994). *Mil palabras de negocios*. Barcelona: Difusión.

## ADDITIONAL RESOURCES

In order to ensure your success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the "While You're Abroad Tab" and make sure you are under the "Academics" sub-menu.

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There you will see a link above your schedule that says “View Online Courses” select this link to be taken to your Moodle environment.

- **Online Reference & Research Tools:** The course instructor has identified the resources below to assist you with understanding course topics. You are encouraged to explore these and other avenues of research including the databases available via the UNH online library.

Dictionaries:

- <http://www.etsimo.uniovi.es/links/idiomas.html>
- [http://www.educared.net/aprende/f\\_diccionariorae.htm](http://www.educared.net/aprende/f_diccionariorae.htm)
- <http://www.fuentetajaliteraria.com/recursos/diccionarios.htm>
- <http://www.elmundo.es/diccionarios/>
- <http://www.leoloqueveo.org/>

Grammar & Vocabulary:

- <http://www.spaleon.com/index.php> (Spanish Verb Conjugation Trainer)
- <http://www.indiana.edu/~call/ejerci.html>
- <http://www.colby.edu/~bknelson/exercises/index.html>
- <http://www.trinity.edu/mstroud/grammar/index.html>
- <http://www.auladiez.com/ejercicios/index.html>
- <http://babelnet.sbg.ac.at/carlitos/index.htm>
- <http://spanish.about.com/>
- <http://www.el-castellano.com/>
- <http://www.travlang.com/languages/indextext.html>
- <http://www.studyspanish.com/>

Press:

- [www.lavanguardia.es](http://www.lavanguardia.es)
- [www.elpais.es](http://www.elpais.es)
- [www.cinco dias.com](http://www.cinco dias.com)
- [www.expansion.com](http://www.expansion.com)
- [www.capital.es](http://www.capital.es)
- [www.emprendedores.orange.es](http://www.emprendedores.orange.es)

Radio & TV:

- <http://www.rne.es>
- <http://www.rtve.es/>
- <http://www.cuatro.com/>
- <http://www.antena3.com/>

Miscellaneous:

- <http://www.guiadelocio.com/sevilla/>
- <http://sevilla.lanetro.com/>
- <http://www.clubcultura.com/>
- <http://cvc.cervantes.es/aula/pasatiempos/pasatiempos1/> (Crosswords)
- <http://puzzlemaker.discoveryeducation.com/> (Word Search)



**COURSE CALENDAR**  
*Spanish for Business*

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	<b>¡Bienvenidos!</b>	-Syllabus intro, course description, & forms of assessment  -Group introduction activity	Read the course syllabus <b>AICAP (Local Gems)</b>
<b>UNIDAD 1</b>			
2	<b>En el trabajo y la vida:</b> Introducing oneself	- Intro Unidad 1 - “Promoción del 2002”, <i>Aula 3</i> , p. 12 - El Currículum Vitae en español - Group activity: “Cambios”	“¿Trabajo o vida personal?”, <i>Aula 3</i> , p. 18 Más ejercicios <i>Aula 3</i> pp. 156-161 (p.157 #6; p.159 #11; p.160 #17; p.161 #19) “Ejecutivas de altos vuelos”, <i>Al Dí@</i> , p. 12-13 <b>Writing#1: Intercambio activity</b>
3	<b>Ofertas y puestos:</b> Working life	- “Contrato indefinido”, <i>Aula 3</i> , p. 14 - <i>Desde/ desde hace</i> examples: “Es vegetariana desde el año 1996”, <i>Aula 3</i> , p. 14	Más ejercicios <i>Aula 3</i> pp. 156-161 (p.156 #2&3; p.157 #4&5; p.161 #20) <a href="http://www.randstad.es/candidatos/">www.randstad.es/candidatos/</a> (describe two positions adapted to your profile)
4	<b>La carta de presentación:</b> Cover letters	- “Las ofertas de empleo”, <i>Al Dí@</i> , pp. 25-27 - “Una carta de presentación”, <i>Aula 3</i> , p. 16 - “Candidatos ideales”, <i>Aula 3</i> , p. 19	Más ejercicios <i>Aula 3</i> pp. 156-161 (p.159 #13) Más ejercicios <i>Aula 3</i> pp. 192-197 (p.192 #2) “Las ofertas de empleo”, <i>Al Dí@</i> , pp. 25-27
<b>UNIDAD 2</b>			
5	<b>El calendario laboral:</b> The planning stage	- Intro Unidad 2 - “La agenda de Paula”, <i>Aula 3</i> , p. 28 - “De feria por China”, <i>Al Dí@</i> , p. 102	Más ejercicios <i>Aula 3</i> pp. 162-167 (p.162 #1&2; p.164 #7&8; p.165 #11) Presupuestos y tarifas <i>Técnicas de Correo Comercial</i> , pp. 54-56 <a href="http://www.ifema.es">www.ifema.es</a> (design an itinerary for a convention)

			<b>AICAP (Vision of Flamenco)</b>
6	<b>Términos y condiciones:</b> Solving conflicts	- “Ana y Lupe”, <i>Aula 3</i> , p. 27 - “¿Qué harás si...”, <i>Socios 1</i> , p. 112 - Survey: “Si un/a español/a...”	Más ejercicios <i>Aula 3</i> pp. 162-167 (p.163 #5&6; p.166 #13&14; p.167 #17)
<b>UNIDAD 8</b>			
7	<b>Paquetes turísticos:</b> Tourism	- “Vacaciones”, <i>Aula 3</i> , p. 96 - “¿Buen viaje?”, <i>Aula 3</i> , p. 97 - “Mayoristas”, <i>Socios 1</i> , p. 112	Más ejercicios <i>Aula 3</i> pp. 198-203 (p.198 #1&2; p.202 #15,16&17; p.203 #20) <b>AICAP Report #1</b>
8	<b>Acting session #1</b>	TBA	Post activity task
9	<b>De viaje:</b> Travelling experiences	- “Antes o después”, <i>Aula 3</i> , p. 100 - “El vuelo ya había salido”, <i>Aula 3</i> , p. 100 - Listening activity (song)	Más ejercicios <i>Aula 3</i> pp. 198-203 (p.200 #7,8,9&10; p.203 #22) <b>Intercambio activity</b>
<b>UNIDAD 3</b>			
10	<b>Cultura hispana:</b> The Hispanic world	- Intro Unidad 3 - “En el trabajo”, <i>Aula 3</i> , p. 39 - “Lo normal es...”, <i>Aula 3</i> , p. 40 - “¿Qué sabes de los españoles?”, <i>Aula 3</i> , p. 36	“El Día de Los Muertos”, <i>Aula 3</i> , pp. 44-45 Más ejercicios <i>Aula 3</i> pp. 168-173 (p.169 #4; p.170 #7&10; p.171 #11; p.172 #13; p.173 #17)
11	<b>Field Study #1:</b> A traditional Spanish Market	Onsite research at the market about the Spanish typical food products and social eating traditions	<b>Post Field Study assignment</b>
12	<b>MIDTERM EXAMINATION</b>		
<b>UNIDAD 7</b>			
13	<b>Mensajes:</b> Messages, letters, & communications	- Intro Unidad 7 - “Una carta, una nota...”, <i>Aula 3</i> , p. 84 - La correspondencia comercial <i>Socios 2</i> , pp. 97-105	“¿Qué escribimos?”, <i>Aula 3</i> , p. 91 Más ejercicios <i>Aula 3</i> pp. 192-197 (p.197 #14) <i>Socios 2</i> , #5-8&10

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			“Hoy en día”, <i>Al Día</i> , pp. 82-84 <b>Writing#2</b> <b>Intercambio activity</b>
14	<b>Al teléfono:</b> Telephone language	- “¿Dígame?”, <i>Aula 3</i> , p. 88 - “Los nuevos mensajes”, <i>Aula 3</i> , pp. 92-93 - Encuesta: “Nuevas Tecnologías”	“Al teléfono”, <i>Aula 3</i> , p. 85 Más ejercicios <i>Aula 3</i> pp. 192-197 (p.192 #1; p.195 #7; p.196 #8&9)
15	<b>Acting session #2</b>	TBA	Post activity task
16	<b>El acta de reunión:</b> On the agenda	- “Recados”, <i>Aula 3</i> , p. 86 - “Notas”, <i>Aula 3</i> , p. 87 - “Lo que se dijo en la reunión”, <i>Socios 2</i> , pp. 128-129	Más ejercicios <i>Aula 3</i> pp. 192-197 (p.193, #3&4; p. 194, #5; p.196, #10&11)
<b>UNIDAD 10</b>			
17	<b>De diseño (I):</b> Products description	- Intro Unidad 10 - “¿Qué es?”, <i>Aula 3</i> , p. 122 - “¿Qué tiene o que tenga?”, <i>Aula 3</i> , p. 122 - <i>Tabú</i> game	Más ejercicios <i>Aula 3</i> pp. 210-215 (p.211 #3; p.212 #5,6&7; p.214, #12)
18	<b>De diseño (II):</b> Market design	- “Diseño contemporáneo”, <i>Aula 3</i> , pp. 120-121 - “¿Puedes usarlo en la cocina?”, <i>Aula 3</i> , p. 126 - “Una nueva web”, <i>Socios 2</i> , p. 95	Más ejercicios <i>Aula 3</i> pp. 210-215 (p.213 #8,9&10; p.215 #14; p.215 #17&18) Diccionario Web <i>Al Día</i> p. 15 <b>AICAP (Slice It -n-Dice It)</b>
19	<b>Field Study #2:</b> Commerce in Spain	Market research about Spanish companies & marketing devices	<b>Post Field Study assignment</b>
<b>UNIDAD 5</b>			
20	<b>La publicidad hoy:</b> Advertising (I)	- Intro Unidad 5 - Vocab intro: La publicidad hoy” <i>Aula 3</i> , p. 61 - “Un anuncio” <i>Aula 3</i> , p. 61 - Advertising campaigns in Sevilla - Spanish commercials (videos)	Más ejercicios <i>Aula 3</i> , pp. 180-185 (p.180#1; p.182 #8; p.184 #12&13; p.185 #15, 16&18) “En la agencia de viajes”, <i>Hablando de Negocios</i> , pp. 36&38 - 39&41 <b>Intercambio Activity</b>
21	<b>Acting session #3</b>	TBA	Post activity task

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22	<b>Instrucciones de uso:</b> Advertising (II)	- “Los eslóganes más recordados” <i>Aula 3</i> , pp. 68-69 - “Instrucciones” <i>Aula 3</i> , p. 66 - Listening activity (song)	Más ejercicios <i>Aula 3</i> , pp. 180-185 (p. 180 #2,3&4; p.181 #5&6; p.183 #10) <b>AICAP Report #2</b>
23	<b>MAP II</b>	<b>Making Abroad Purposeful:</b> The abroad experience as a professional international career path.	Post activity task
24	<b>Gymkhana in Seville:</b> Instructions practice	Students should find some places by following instructions (imperatives)	Post activity task <b>Finalize presentations</b> <b>Final study /review</b>
25	<b>FINAL PRESENTATIONS</b>		
26	<b>FINAL EXAMINATION</b>		

*The instructor reserves the right to make changes or modifications to this syllabus as needed*

## SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)