



Sul Ross State University

- SPAN 5304-

SPANISH FOR Business
ONLINE; SPRING 2026

Course Number: **SPAN 5304**

Course Title: **Spanish for Business**

Course Instructor: Rachel S. Garza (*Professor Garza*)

Class meetings: **Online & asynchronous**

Credit Hours: **3**

Instructional Plan

This course is **ONLINE** and **ASYNCHROUNOUS**. The course is organized into 15 weekly modules that can be found on Blackboard.

Instructor Contact Information

I am available via Blackboard message or email at ras25or@sulross.edu. I typically respond within 24 hours during the business week.

Office Hours

Mondays, Wednesdays, and Thursdays 10AM CT – 1PM CT in MAB 112c
& By appointment - online through Microsoft Teams

Course Description

This online course seeks to prepare students for intercultural and international business professions by supporting students' successful communication with Spanish-speaking business associates, customers, and stakeholders. The purpose of this course is to introduce students to essential Spanish business vocabulary and phrases including but not limited to the stock market, interviewing, business presentations, formality, pragmatics, etc. At the end of the course, students will be able to navigate business meetings and interviews with Spanish-speaking individuals with greater confidence.

Instructional Materials

Required:

- *Basic Spanish for Business and Finance* (2nd Edition). Ana C. Jarvis & Luis Lebreiro (2013). ISBN-10: 1285052234
- Other materials are included within the weekly modules on Blackboard

Student Learning Objectives (SLOs)*

This course is designed to develop students' competencies in the following areas:

SLO 1: Support student's confidence in their ability to communicate effectively in Spanish; especially speaking, writing, reading, and listening in formal professional settings.

SLO 2: Define vocabulary common to international business settings – the interview process, travel, finances, etc.

SLO 3: Evaluate and apply pragmatic and cultural nuances related to networking and building business relationships with Spanish-speaking clients and colleagues.

SLO 4: Analyze international business relationships between companies and personnel in the USA and other Spanish-Speaking countries abroad.

SLO 5: Create job market materials to succeed in a bilingual/multilingual job market (e.g., elevator pitches, biographies for LinkedIn/websites, resumes, business presentations, etc.).

*These student learning objectives are created with both Bloom's Taxonomy of Cognitive Learning (Bloom, 1956) and Fink's Domains of Learning (Fink, 2013) in mind. Bloom and Fink's taxonomies are widely accepted as bases to facilitate students' learning by delineating clear and meaningful objectives for bolstering students' skills and competencies in the given subject matter.

Course Learning Activities

1. **Homework:** Most weeks students will be assigned homework from the course textbook. This will be assigned and turned in on Blackboard.
2. **Videos:** Student will record six videos on a variety of topics. To record the videos, students can use Quick time player, YouTube or any other online platform they prefer. The videos should be submitted on Blackboard.
 - a. **Week 1: Video 1: Introduce yourself:** Students will introduce themselves including their name, where they're from, their hobbies, what they do for living, and why they decided to enroll in the course.
 - b. **Week 3: Video 2: Networking and Small-talk:** Role-play meeting a potential client or partner at a conference reception.
 - c. **Week 5: Video 3: Making a phone call:** Students will use the dialogue provided in Blackboard to create
 - d. **Week 9: Video 4: A dissatisfied client:** Students will imagine that a client is unhappy with their purchase and will seek to rectify the situation.
 - e. **Week 11: Video 5: Las noticias:** Each student will find one or more articles on *El País* related to international business and report on what has been happening and why it is significant.
 - f. **Week 13: Video 6: The elevator pitch:** Students will respond to the question, "Tell me about yourself" in 2-3 minutes. They will give basic information about their background, skills, and their career aspirations for a recruiter or hiring manager.
3. **Job market documents:** Every student will create three professional documents in Spanish. The purpose of this exercise is to apply the language that has been learned and

work to produce a translated document for a healthcare institution.:

- a. **Week 2: Document 1: Short biography:** Do you have LinkedIn? Or a personal website? If not, you may consider getting a free profile/website, as this is particularly important in the business world! Why? Networking! And, to give a quick glimpse into who you are as a business professional. One common feature of LinkedIn profiles and websites is a short biography, usually no more than 8-10 sentences, or three very short paragraphs discussing who you are, what you do, and the strengths you bring to your profession. Checkout my LinkedIn, and that of any other business professionals you may know. For this first document, you will write a quick synopsis of yourself that could fit into a LinkedIn profile or website.
- b. **Week 6: Document 2: Resume:** Do you have a resume or CV? If not, now's the time! For this second document, you will create a one page resume in Spanish. A recommendation? Get creative with your template! Have you used Canva? If not, I encourage you to do so. See examples in Blackboard of a resume in Spanish.
- c. **Week 14: Document 3: Cover Letter:** Do you have a Cover Letter template? For most job positions, you will need a Resume and Cover Letter. For this assignment, find a job you are interested in applying for. Be sure that it's related to your degree and your qualifications. Next, prepare a one- to two-page cover letter where you express interest in the position, explain your related background, and how your skills and experience would contribute to the company's culture and success.

4. **Film reflection:** During the length of the course, we will watch two short documentaries related to culture and ethics in international business. Each student will write a reflection in Spanish expressing their view on the topic of the movie.
 - a. **Week 4: *¿Por qué quebró McDonald's en Bolivia?***
(<https://www.dailymotion.com/video/x1egn4u>)
 - b. **Week 7: *Bananaland*** (<https://www.youtube.com/watch?v=MoRmtQht8-E>)
5. **Final Presentation:** There will be a final presentation due in the last week of this course. The final presentation will be in Spanish and students will have the opportunity to choose what business-related topic they would like to explore. This could be an imagined report on year-end earnings at your real/imagined company, a pitch for a new software the company should consider using, a pitch for a new process to streamline work in your discipline, etc. You can work with the instructor to decide what your final topic will be.

The presentation must be written and given in Spanish and should be between 10 and 15 slides long (including the title slide). Any citations should be cited in APA-style, MLA, or Chicago (please choose one style and stick with it!). After you create the presentation, you can use screen recording to create a video recording of your

presentation to be submitted on BlackBoard.

The presentation should follow this overall structure*

- I. Introduction of the subject including all relevant details
- II. Deeper explanation of the subject and any current issues or proposed changes (think “who, what, when, where, why, how”)
- III. Conclusion and Reflection

*This structure will vary depending on your chosen topic.

Assessments

Homework:	20%
Film Reflections.....		20%
Videos		20%
Professional Documents.....		25%
Final Presentation.....		15%

Grading System

100 - 90: A
89 - 80: B
79 - 70: C
69 - 60: D
59 - 0: F

Academic Honesty & Use of AI

Students enrolled in courses at Sul Ross State University are expected to adhere to the highest standards of academic conduct. The professor will therefore be alert to any kind of cheating or plagiarism, i.e. presenting as one's own, the work of another. This includes unassigned articles on the internet, which will be closely monitored by the professor. Furthermore, excessive use of AI – in other words, any use of AI (e.g., ChatGPT, Google Translate, Microsoft, and more) to write responses on your behalf, to write in Spanish for you, to translate Spanish passages or sentences from exams or other assignments, etc. are considered plagiarism as you are not doing your own work. While AI can be useful to help you understand individual vocabulary terms or phrasing, you should never use AI to complete your assignments for you. When this is done, you are no longer learning. You may use these engines to search a single vocabulary word or phrase when you are unsure of its meaning, or unsure how to say a specific word in Spanish. However, if it appears that you are using an AI service for responses, the instructor will investigate and may set up a meeting with you. Proof of academic misconduct according to the official rules and policies of the Academic Regulation guidelines under Academic Honesty for the parameters and consequences of academic dishonesty will be reported. Within this course, where academic

misconduct has been established, a grade of 0 will be given for the assignment(s) in question, which may lead to failure in the course.

To access online to the Academic Honesty go to:

<https://www.sulross.edu/catalog/undergraduate-academic-regulations/#1605412215143-c8b265dc-3e01>

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartze@sulross.edu or ronnie.harris@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

Student Responsibilities

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize him/herself with the requirements of such laws.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your Lobold and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by [emailing srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu).

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If

you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Tutoring Center

[The Lobo Den Tutoring Center](#) offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

Important Information:

- **Drop-in and Scheduled Appointments:** Flexible options to fit your needs.
- **Hours of Operation:** Monday–Friday, 8:00 AM – 5:00 PM.
- **Workshops:** Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- **Location:** BWML Room 128.
- **Contact Us:** For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726.

Looking for additional support?

- Tutor.com offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- Access Tutor.com via Blackboard: Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

Class Schedule

Units	Week/Dates	Weeks & Topics	Activities/ Assignments All Due Dates @ 11:59 PM CST
N/A	Week 1 01/14 - 01/16	Syllabus	Subjects: <ul style="list-style-type: none">• Review the syllabus Assignments: <ul style="list-style-type: none">• Purchase your book
Unit 1 Business Travel, Networking, and Communication	Week 2 01/19 - 01/23	Introductions	Subjects: <ul style="list-style-type: none">• Review of Spanish grammar basics• Greetings Textbook: p. 1-10; p. 309-314 Assignments

			<ul style="list-style-type: none"> • Textbook Homework 1 • Video 1 - Introductions
Week 3 01/26 - 01/30	Traveling for business		<p>Subjects:</p> <ul style="list-style-type: none"> • Navigating Hotels & Transportation • Food & other regional vocabulary <p>Textbook: p. 11-44</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Textbook Homework 2 • Job Market Document 1 – A short biography
Week 4 02/02 - 02/06	Conferences & Networking		<p>Subjects:</p> <ul style="list-style-type: none"> • Courtesy/Formality in Spanish • Go-to phrases • <i>La sobremesa</i> – Small-talk • Popular Business/Finance Conferences <p>Textbook: p. 11-44</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Textbook Homework 3 • Video 2 – Networking and Small-talk
Week 5 02/09 - 02/13	Business Communications		<p>Subjects:</p> <ul style="list-style-type: none"> • Communications in Spanish-speaking countries • WhatsApp, Email etiquette, Phone call etiquette <p>Textbook: p. 91-101; 219-226</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Textbook Homework 4 • Video 3 – Making a phone call

<p>Unit 2 Cultural Considerations and International Businesses</p>	<p>Week 6 02/16 - 02/20</p>	<p>Cultural Considerations</p>	<p>Subjects:</p> <ul style="list-style-type: none"> • The presence of Spanish globally • Cultural differences between the USA and other Spanish-speaking countries <p>Textbook: p. 34; 141; 206; 239;</p> <ul style="list-style-type: none"> • And supplemental readings on Blackboard <p>Assignments:</p> <ul style="list-style-type: none"> • Textbook Homework 5 • Filme 1 - <i>¿Por qué quebró McDonald's en Bolivia?</i>
	<p>Week 7 02/23 - 02/27</p>	<p>Getting Hired & Job Documents</p>	<p>Subjects:</p> <ul style="list-style-type: none"> • Job documents introduction • Searching for bilingual positions • Cultural differences in the job search <p>Textbook: p. 129-143; 289-308</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Textbook Homework 5 • Job Market Document 2 – The Resume
	<p>Week 8 03/02 - 03/06</p>	<p>International Companies, Translation & Interpretation</p>	<p>Subjects:</p> <ul style="list-style-type: none"> • Case studies on Multinational Companies (Santander, Telefonica, Cemex, Grupo Bimbo, etc.) • Rule-of-thumb principles for interpreting in formal spaces • Rule-of-thumb principles for translation in formal spaces <p>Textbook: p. 19-20; 22; 30-32; 40-42; 52-54; 99-101</p> <p>Assignments:</p>

			<ul style="list-style-type: none"> • Textbook Homework 6 • Filme 2 - <i>Bananaland</i>
Unit 3 Finances, Advertising, and Commerce	Week 9 03/16 - 03/20	Advertising	<p>Subjects:</p> <ul style="list-style-type: none"> • Client conflict resolution • Advertising in Spanish-speaking countries <p>Textbook: p. 195-206</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Textbook Homework 7 • Video 4 – The dissatisfied client
	Week 10 03/23 - 03/27	Accounting & Banking	<p>Subjects:</p> <ul style="list-style-type: none"> • Business Accounting • Opening and navigating a bank account <p>Textbook: p. 155-166; 207-240</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Textbook Homework 10 • Final Presentation – Proposal
	Week 11 03/30 - 04/03	Cryptocurrency & Stock Market	<p>Subjects:</p> <ul style="list-style-type: none"> • Talking about Cryptocurrency and Blockchains in Spanish • Talking about the Stock Market in Spanish • The state of Cryptocurrency and the Stock Market in other Spanish-Speaking countries <p>Assignments:</p> <ul style="list-style-type: none"> • Textbook Homework 11 • Video 5 – Las noticias
	Week 12 04/06 - 04/10	Securing commercial spaces	<p>Subjects:</p> <ul style="list-style-type: none"> • Renting commercial space • Purchasing property <p>Textbook:</p>

			<p>p. 265-288</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Textbook Homework 12 • Final Presentation – Outline
	<p>Week 13 04/13 - 04/17</p>	<p>Free Commerce with Spanish- Speaking Countries</p>	<p>Subjects:</p> <ul style="list-style-type: none"> • Talking about international business partners • Negotiating trade agreements • How to support your arguments <p>Textbook: p. 277-288</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Textbook Homework 13 • Video 6 – The Elevator Pitch
<p>Final Assignments</p>	<p>Week 14 04/20 - 04/24</p>	<p>The international job search & Cover Letter</p>	<p>Subjects:</p> <ul style="list-style-type: none"> • International job search • Cover Letter • Negotiating <p>Textbook: p. 289-308</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Textbook Homework 14 • Job Market Document 3 – The Cover Letter
	<p>Week 15 04/27 - 05/01</p>	<p>Giving a Business Presentation</p>	<p>Assignments: Final Presentation (due 05/04)</p>