

**SYLLABUS  
(UACJ EDUCATION MODEL 2020 VISION)**

<b>I. Course Identifiers</b>	
College: Social Sciences and Management College	Method: Lecture
Department: Management Sciences Department	Credits: 8
<b>Taller de Inglés para Negocios</b>	
Course Name: (English Work Shop for Businesses)	Make-over exam: No
Program: Business Management	Type: Core Course
Course Number: <b>CIA 983514</b>	Kind: Lecture - Lab
Level: Intermediate	Hours: 64 Hrs.

<b>II. Course Placement</b>	
Academic Background: Inglés Comunicativo (Avanzado)	Course Number: HUM 9938
Following Courses: Principles of Operations Management	Course Number: CIA 983314

<b>III. Academic Background</b>
<p><b>Basic Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Of management as a science and conceptualization of the management process including principles, plans, business structures that constitute the PODIEC.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Handling of scientific sources of information to find out and organize a logic inductive reasoning, good use of oral and written language in Spanish and English.</li> </ul> <p><b>Behavior and values:</b></p> <ul style="list-style-type: none"> <li>- Ethical values with respect to the development of assignments, collaboration, respect to the work teams, purposeful attitude of personal advancement and desire to develop projects.</li> </ul>

<b>IV. General Purpose Statements</b>
At the end of the course, the student should be able to read, write, talk and understand, as well as make presentations in the English language.

<b>V. Formative Commitments</b>
<p><b>Intellectual:</b></p> <ul style="list-style-type: none"> <li>- The student will be able to check and analyze the four main functions of the management process which are planning, organizing, leading and controlling and use them to make presentations in English that will lead to a better understanding of the language.</li> </ul> <p><b>Human:</b></p> <ul style="list-style-type: none"> <li>- Integrate by means of oral presentations all the concepts of the different facets of a firm.</li> </ul>

**Social:**

- The student will develop the culture of teamwork, organizational social responsibility with respect to the environment and instill the value of respect and honesty towards others.

**Professional:**

- Those who occur in the management of a business by doing so with the use of the English language.

**VI. Operating Conditions**

Space: A classroom  
25 – 40

Laboratory: N / A

Capacity: students,

Frequent use equipment: Laptop, projector, eraser.

Special conditions: If possible round tables.

**VII. Contents and estimated times**

Topics	Contents	Activities
<p><b>Course Outline</b></p> <p>1 session (2 hours)</p>	<p><b>Session 1:</b></p> <ul style="list-style-type: none"> <li>- Course introduction, grading standard and work schedule.</li> </ul>	<ul style="list-style-type: none"> <li>- Personal introductions in English. Evaluate English level per student-Description of a recent movie they have seen.</li> </ul>
<p><b>1 Management and Production Operations management</b></p> <p>8 sessions (16 hours)</p>	<p><b>Session 2:</b></p> <ul style="list-style-type: none"> <li>- Planning concepts used by firms.</li> </ul> <p><b>Session 3:</b></p> <ul style="list-style-type: none"> <li>- Organizational Culture.</li> </ul> <p><b>Session 4:</b></p> <ul style="list-style-type: none"> <li>- Organizational Culture.</li> </ul> <p><b>Session 5:</b></p> <ul style="list-style-type: none"> <li>- The importance of strategy.</li> </ul>	<ul style="list-style-type: none"> <li>- Session 2: Introduce the different planning concepts in groups of four. The concepts based on mission and vision, timeframe specificity, on objective development, functional planning and types of plans (strategic, operational, and specific). Each group will present the concepts assuring all participants take part.</li> <li>- Session 3: Form groups of 2 to analyze a case study of a firm with a strong corporate culture and another of a lax corporate culture. Each group of two must explain to his/her partner what kind of culture is presented in the case study. Once this is done, all individuals with the strong culture case will present to the whole class and make their argument together.</li> <li>- Session 4: Distribute a condensed description of a known company to each group of four and ask group one to develop an organizational structure (vertical), group two an organizational structure (horizontal), group three job description of two different positions, and group four an incentive and pay scale package for two different positions. Each group will present their own option.</li> <li>- Session 5: Write different strategies that can be implemented in a corporate world (growth strategies, vertical integration, horizontal integration, diversification, etc.) In pairs, ask them to define the strategy and give two examples using a conceptual map or some kind of visual backup.</li> </ul>
<p><b>2 Finance</b></p> <p>8 sessions (16 hours)</p>	<p><b>Session 6:</b></p> <ul style="list-style-type: none"> <li>- Understanding Economic Terms.</li> </ul> <p><b>Session 7:</b></p>	<ul style="list-style-type: none"> <li>- Session 6: Select ten key economic terms and pass them out to half of the class. Ask them to explain the concept in English to one of their fellow classmates. Repeat the exercise until all terms and all students have heard the economic terms. The teacher will then</li> </ul>

	<p>Production Operations Management. <b>Session 8:</b> - Quality. <b>Session 9:</b> - Supply Chain Management. <b>Session 10:</b> - Supply Chain Management. <b>Session 11 &amp; 12:</b> - Understanding personal finances. <b>Session 13:</b> - Introduction to accounting terms. <b>Session 14:</b> - Introduction to accounting terms. <b>Session 15:</b> - Introduction to accounting terms. <b>Session 16:</b> Finance fundamentals.</p>	<p>ask one student to present a term to the whole class assuring all understand and have the ability to explain each term.</p> <ul style="list-style-type: none"> <li>- Session 7: The definition of Production Operations Management will be on the board and a simple operations flow chart showing Inputs, transformation and outputs. In groups of four, each group will select a company and ask them to present the Flow chart based on the firm selected.</li> <li>- Session 8: Have each student write why quality is so important to a manufacturing or service operation. Divide the class into two sections one manufacturing and the other service. Each area will have built on each students input on quality factors specified by them in their written definitions.</li> <li>- Session 9: In groups of four, each group will develop a supply chain of a product of their choice. They will present their supply chain through a mapping exercise. Assure they identify inputs and outputs.</li> <li>- Exam I</li> <li>- Session 10: Introduce terms related to acquiring a loan from a bank. Include terms for both personal and commercial loans as well as different types of guarantees. In groups of two, ask one student to play the banker and the other to be the person asking for a loan. Have them specify type of loan, period, interest rate, ect.</li> </ul> <p>Session 10 &amp; 11: Present the key components to developing a personal cash flow statement. Ask all students to develop their respective cash flow and have them present to the class with feedback from the professor.</p> <p>Session 13: Introduce general accounting terms found a balance sheet. In groups of four, ask each group to develop a balance sheet with the proper nomenclature and present it to the class. (Assume it is a firm not a personal balance sheet).</p> <ul style="list-style-type: none"> <li>- Session 14: Introduce general accounting terms found an income statement. In groups of four, ask each group to develop an income statement with the proper nomenclature and present it to the class. (Assume it is a firm not a personal income statement).</li> <li>- Session 15: Explain to the class how ratio analysis works and what it is used for.</li> </ul>
<p style="text-align: center;"><b>3 Marketing</b></p> <p>5 sessions (10 hours)</p>	<p><b>Session 17:</b> - Investments in the banking industry <b>Session 18:</b> - Understanding the nomenclature of Marketing Concepts. <b>Session 19:</b> - Market analysis through surveying. <b>Session 20:</b> - Market segmentation</p>	<ul style="list-style-type: none"> <li>- Session 17: Provide each student with a list of different investment venues offered by the banking industry (term investments, certificates of deposit, savings accounts, money market, others and the stock market (mutual funds, stocks, bonds, etc.) Ask randomly to define a concept and assure all understand every investment listed. Each student will develop an investment strategy assuming they have been awarded \$1,000,000. They will have to research the cost of what they will buy and present it to the class. Assure they are diversified into at least 80% of the concepts that were presented.</li> <li>- Session 18: Identify five case studies in marketing that encompass general marketing terms. Distribute one case per group and have them review and discuss the case. The group will develop two questions per case. Each group will be asked to present the case assuring they utilize key marketing terms. The two questions will be posed to the rest of the group and asking them to answer them based on the presentation.</li> <li>- Exam II.</li> </ul>

	<p><b>Session 21:</b> Breakeven Analysis and Pricing.</p>	<ul style="list-style-type: none"> <li>- Session 19: All students should develop a small survey instrument (10 questions). They will have to interview everyone in the class and present their results through a presentation. (5 min presentation each).</li> <li>- Session 20: Hand out five different areas of market segmentation, one per group. The teacher and each group will have to identify each of the segments of the market and will present a quick review regarding market segmentation.</li> </ul>
<p style="text-align: center;"><b>4 Human Resources</b></p> <p>5 sessions (20 hours)</p>	<p><b>Session 22:</b> - Trend analysis.</p> <p><b>Session 23:</b> - Prepare yourself for an interview</p> <p><b>Session 24:</b> - Leadership – what kind of leader are you?</p> <p><b>Session 25, 26 &amp; 27:</b> - Employee Motivation --- how would you motivate your employees?</p> <p>- Session 28</p>	<ul style="list-style-type: none"> <li>- Session 22: Discuss trend analysis by having each group research a specific trend currently in our global environment. Ask the group to back up their research with data from INEGI or other source. Once the idea of trend analysis is understood, each group will develop an analysis based on trends in the region with data being utilized to sustain every argument. Each group will present their work.</li> <li>- Session 23: Each student should bring their respective documents depending on the assigned interviews. The class will be divided into fourths with each fourth having a different interview process: Job interview, TV interview taking about you, selling a selected product and asking for an investment in a startup business.</li> <li>- Session 24: Identify an instrument that would give you some insight in abilities a person possess and their relationship to leadership style. Have all the students fill out the questionnaire and identify their respective leadership style. Form groups based on leadership styles and have each group present similarities that they might have amongst them and have them present a situation when that style of leadership could be utilized to its fullest potential.</li> </ul> <p>Session 25, 26 &amp; 27: Presentation of several scenarios dealing with the human resources management.</p> <ul style="list-style-type: none"> <li>- Session 28: Exam III</li> </ul>
<p style="text-align: center;">Term Paper</p> <p>- Sessions 29, 30, 31 and 32</p>	<p>Each team will hand in and make a presentation of a semester research project.</p>	

## VIII. Methodology and Teaching Strategies

### UACJ vision 2020 recommended for the course:

- Empirical approximation to reality.
- Organization and recuperation of information search.
- Horizontal communication.
- Detection.
- Execution.
- Choice decision.
- Evaluation.
- Experimentation.
- Extrapolation and transfer.
- Internalization.
- Research.
- Cognitive.
- Planning, preventing and anticipating.

- Problem oriented.
- Logical and critical process thinking.
- Creative, divergent and literal thinking processes.
- Construction and appropriation procedure.
- Generalizing.
- Collaborative work.

## IX. Evaluation and Accreditation Criteria

### a) Institutional accreditation:

- Minimum accreditation of 80% of the scheduled on-time delivery of assignments.
- Registration for the course payment.
- Minimum integrated grade of 7.0

### b) Course evaluation:

- Partial exams or on-line exercise		40%
- Research and/or reading reports		10%
- Case analysis, team work		10 %
- Term paper		40 %
o Team work	10%	
o Creativity	10%	
o Content, grammar, presentation	20%	
- Total		100%

## X. Biographical References

### Compulsory:

1. How to learn English, Edited by Horses4Ever, Nicole Wilson, Vivek Kumar Rohra, Flickety and 89 others.
2. <http://www.wikihow.com/Learn-English>

### Complementary:

1. Koontz Harold, Heinz Wihrich Mark. Administración una perspectiva global edición. 14 2012 Mc.Graw Hill Interamericana, Mexico, D.F.
2. Desarrollo organizacional Enfoque Latinoamericano Hernández A. Jorge, Gallarzo Manuel y Espinosa José de Jesús., El. Pearson, Educación de México 2011.
3. Ramírez solano, Ernesto. Mondada, Banca y Mercados Financieros. Pearson Educación, México 2001.
4. Charles W.L. Hill, "Administración Estratégica, Un enfoque Integral, "(ed., 9ª. 2011), México, D.F., Editorial Progreso, S. A. de C.V. (Cengage Learning).
5. Jay Heizer & Barry Render, Principios de Administración de Operaciones: PEARSON Educación. Séptima Edición 2009.
6. Otros textos llevados durante la carrera que apliquen a los conceptos que se desarrollaran en las presentaciones.

## XI. Desirable Teacher Qualifications

Bachelor in Business Management preferable in the English language, MBA preferable in the English language, Masters or major in Education and teachers certification.

### **XIII. Institutional**

Department head: Mtra. Laura Estela Anguiano Herrera

Business Management Program Coordinator: Dra. Josefa Melgar Bayardo

Developed By: Mtro. Ignacio Francisco Romero Magaña and Mtra. Lydia Nesbitt Valenzuela.

Date: April 2015

Revised: October 2016