

## **COURSE OUTLINE**

### **Spanish for Industry, Manufacturing, and Warehousing**

#### **Course Description**

FL 155. Spanish for Industry, Manufacturing, and Warehousing. 3 hours credit. This course will enable the student to speak in Spanish phrases, questions and commands pertinent to daily interactions between supervisors and workers at industrial sites, manufacturing plants, and warehouses. Through information obtained in this course, the student will also examine cross-cultural issues pertinent to dealing with Hispanic workers in these fields.

#### **Course Relevance**

Studying Spanish enables factory workers to more effectively communicate with Spanish-speakers in the industrial environment. A student with no prior knowledge of Spanish will be able to communicate with Spanish-speaking industrial workers, by utilizing the phrases acquired in this course.

#### **Required Materials**

Slick, S. (2001). *Spanish for industry, manufacturing, and warehousing*. Petal, MS: Command Spanish®, Inc.

#### **Learning Outcomes**

The intention is for the student to be able to

1. Communicate competently in Spanish within the industry, manufacturing, and warehousing environment
2. Demonstrate a knowledge and understanding of Hispanic culture
3. Use Spanish to improve job performance
4. Develop insight into the nature of language and culture

#### **Primary Learning PACT Skills that will be DEVELOPED and/or documented in this course**

Through the student's involvement in this course, he/she will develop his/her ability in the following PACT skill areas:

##### **Communication Skills**

1. Speaking
  - Through participating in oral production of the language the student will develop speaking skills.
2. Listening
  - Through demonstrating and ability to understand what is said the student will develop listening skills.

#### **Major Summative Assessment Task(s)**

These learning outcomes and the Learning PACT skills will be demonstrated by

1. Performing role-playing strategies for making requests, giving commands, and interacting in a professional manner with Spanish-speaking factory workers
2. Discussing the comparisons/contrasts of the native and target cultures as they relate to industry

### **Course Content**

- I. Themes—Key recurring concepts that run throughout this course:
  - A. Vocabulary areas
  - B. Proper protocol
  - C. Culture
  - D. Communication
- II. Issues—Key areas of conflict that must be understood in order to achieve the intended outcome
  - A. Cultural differences
  - B. Over dependence on one's native language and its cultural connotations
  - C. Demographic diversity of students
  - D. Acceptance of trial and error in oral communication
- III. Concepts—Key concepts that must be understood to address the issues:
  - A. Understanding of one's own language
  - B. Addressing various learning styles
  - C. Egocentrism as natural but ineffective
  - D. Quality participation
  - E. Necessity for organization in the communication process
- IV. Skills/Competencies—Actions that are essential to achieve the course outcomes:
  - A. Speaking
  - B. Reading
  - C. Analytical thinking
  - D. Comparing and contrasting
  - E. Memorizing terms
  - F. Participating in multilingual communities
  - G. Application of concept

### **Learning Units**

- I. Basic phrases and commands
  - A. Greetings and good-byes
  - B. Etiquette and social niceties
  - C. Introduction and self-identification
  - D. Communication strategies
  - E. Numbers
  - F. Compliment employees
  - G. Holiday greetings
- II. Employment issues
  - A. Identification
  - B. Personnel forms
  - C. Salary
  - D. Days of the week

- E. Months of the year
- F. Attendance
- G. Employment status
  
- III. Work schedule and policy issues
  - A. Work schedule
  - B. Time card
  - C. Dress requirements
  - D. Policy manual
  
- IV. Medical emergencies
  - A. Health status
  - B. Doctor
  - C. Ambulance
  - D. Hospital
  
- V. Safety
  - A. Directions
  - B. Equipment
  - C. Cautionary commands
  - D. Emergency commands
  
- VI. Work rules
  - A. Breaks
  - B. Meals
  - C. Parking
  - D. Building entrance
  - E. Smoking
  
- VII. Site supervision
  - A. Authority
  - B. Employee name
  - C. Location of workers
  - D. Work with others
  - E. Job schedule
  - F. Access work site
  
- VIII. Maintenance
  - A. Notification
  - B. Status
  - C. Clean up
  
- IX. Forklift procedures
  - A. Driving
  - B. Parking
  - C. Fork height

- X. Load and unload
  - A. Strategies
  - B. Location
  - C. Defective and damaged goods
  - D. Procedures
  
- XI. General manufacturing commands
  - A. Task completion
  - B. Employee location
  - C. Performance
  - D. Time
  - E. Quantity
  - F. Location of work
  - G. Size and weight
  - H. Common signs
  - I. Measurements and fractions

### **Learning Activities**

Learning activities will engage the student in the whole process of communication. The student will engage in lectures, discussions, worksheet, small group projects, readings, viewing of various types of multi-media, in-class and out of class speakers, conversation practice, practice situations, and paired activities in Spanish. In addition, quizzes and tests will equip the student to successfully complete the assessment tasks.

### **Grade Determination**

The student will be graded on assessment tasks, various other graded learning activities, and adequate participation and discussion.