

CARTA DESCRIPTIVA (Modelo Educativo UACJ Visión 2020)

I. Identificadores de la asignatura	
Clave: -----	Créditos: 8
Materia: Taller de Inglés para Negocios	
Departamento: Departamento de Ciencias Administrativas	
Instituto: Instituto Ciencias Sociales y Admón.	Modalidad: Presencial
Carrera: Administración de Empresas	
Nivel: Intermedio	Carácter: Obligatoria
Horas: 64 Hrs	Tipo: Curso teórico-practico
II. Ubicación	
Antecedente(s): NA	Clave(s): NA
	Clave(s): CIA 0000
Consecuente(s): Administración de las Operaciones	CIA 0000
Administración de la Cadena de Valor y Suministros	CIA 0000
III. Antecedentes	
Conocimientos: De la administración como ciencia, y conceptualización del proceso administrativo con principios, planes , estructuras, que incluyen en el PODIEC	
Habilidades: Manejo De información fuentes científicas para indagar y organizar información, razonamiento lógico inductivo, manejo de lenguaje oral y escrito en español e inglés.	
Actitudes y valores: Éticos en cuanto a la realización de trabajos, colaboración, respeto trabajo en equipo, actitud propositiva de superación personal y deseos de realizar proyectos	
IV. Propósitos generales	
Al final del curso el alumno será capaz de leer, entender, escribir y hablar, así como llevar a cabo presentaciones en el idioma inglés.	
V. Compromisos formativos	
Conocimientos: El alumno será capaz de revisar y analizar los planes que se tiene dentro del proceso administrativo de la planeación, control y operaciones de los negocios y podrá utilizarlos para elaborar presentaciones en el idioma inglés que le lleven a un mejor entendimiento del idioma.	
Habilidades: Integrar todos los conceptos tratados en las diferentes facetas de una empresa por medio del desarrollo de presentaciones orales.	
Actitudes: Desarrollará cultura de trabajo en equipo, responsabilidad social de la organización con	

respecto al medio ambiente, inculcar el valor de respeto y honestidad hacia los otros.

Problemas a solucionar: Los que se presenten en la administración de un negocio y hacerlo utilizando el idioma inglés.

VI. Condiciones de Operación

Espacio: Un salón de clases

Laboratorio: No aplicar

Población: Deseable 25-40 alumnos

Material de uso frecuente: Laptop, cañón , retroproyector, pizarrón marcador, borrador.

Condiciones especiales: Si es posible mesas redondas

VII. Contenidos y tiempos

Unidades temáticas	Contenidos	Actividades
Course Outline 1 session (2 hours)	Session 1 Course introduction, grading standard and work schedule	Personal introductions in English. Evaluate English level per student-Description of a recent movie they have seen.
Unit 1 Management and Production Operations management 8 sessions (16 Hours)	Session 2 Planning concepts used by firms	Introduce the different planning concepts in groups of four. The concepts are 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.
	Session 3 Organizational Culture	In groups of two distribute 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 being described 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
	Session 4 Organizational Structure	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.

	<p>Session 5</p> <p>The importance of strategy</p>	<p>Write different strategies that could 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.</p>	
<p>Unit 2</p> <p>Finance</p> <p>8 Sessions (16 Hours)</p>	<p>Session 6</p> <p>Understanding Economic Terms</p>	<p>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 not have an economic term. Repeat the exercise until all terms and all students have heard the economic terms. The teacher will then ask one student to present a term to the whole class assuring all understand and have the ability to explain each term.</p>	
	<p>Session 7</p> <p>Production Operations Management</p>	<p>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.</p>	
	<p>Session 8</p> <p>Quality</p>	<p>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 identify each input on quality factors specified by them in their written definitions.</p>	
	<p>Session 9</p> <p>Supply Chain Management</p>	<p>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.</p>	
	<p>Session 10</p> <p>Banking Terms</p>	<p>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. EXAM I COVERING SESSIONS 1-9</p>	
	<p>Sessions 11 y 12</p> <p>Understanding personal finances</p>	<p>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>	

	Sessions 13 and 14 Introduction to accounting terms	Introduce general accounting terms found in 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)
	Session 15 Understanding ratio analysis	Explain to the class how ratio analysis works and what it is used for.
	Session 16 Finance fundamentals	Analyze the different formulas and calculations needed to develop an investment portfolio.
Unit 3 Marketing 5 sessions (10 Hours)	Sessions 17 and 18 Investments in the banking industry	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 the 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.
	Session 19 Understanding the nomenclature of Marketing Concepts	Identify five case studies in marketing that encompass general marketing terms. Distribute one case per group and have them review and discuss the case. Two questions will be developed per case by the group. 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 it will be asked of them to answer them based on the presentation. EXAM II COVERING SESSION 10-18
	Session 20 Market analysis through surveying	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)

	<p>Session 21</p> <p>Market segmentation</p>	<p>Hand out five different areas of market segmentation, one per group. A quick review regarding market segmentation will be presented by the teacher. Each group will have to identify each of the segments of the market.</p>
	<p>Session 22</p> <p>Breakeven Analysis and Pricing</p>	<p>Hand out five different breakeven analyses, one per group. A quick review regarding BE analysis will be presented by the teacher (formulas and also the drawing depicting the costs and breakeven points). Each group will have to identify variable costs, fixed cost, total cost and the breakeven point. They will also be asked to graph the problem and present it to the class.</p> <p>EXAM II COVERING SESSION 10-21</p>
<p>Unit 4</p> <p>Human Resources</p> <p>10 sessions (20 hours)</p>	<p>Session 23</p> <p>Trend analysis</p>	<p>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.</p>
	<p>Sessions 24 and 25</p> <p>Prepare yourself for an interview</p>	<p>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.</p>
	<p>Sessions 26 and 27</p> <p>Leadership – what kind of leader are you?</p>	<p>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</p>

		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.
	Sessions 28 and 29 Employee Motivation --- how would you motivate your employees?	Analyze and discuss the Human Resources Function. A presentation of several scenarios dealing with the human resources management including employee motivation and enrichment will be made by means of a presentation of the different groups of students. EXAM III COVERING SESSION 19-29
	Sessions 30, 31 and 32	Presentations of semester projects by the different groups of students.

VIII.- Metodología y estrategias didácticas

Estrategia del modelos UACJ VISION 2020 RECOMENDADAS PARA EL CURSO

- a) Aproximación empírica a la realidad
- b) Búsqueda organización y recuperación de información
- c) Comunicación horizontal
- d) Descubrimiento
- e) Ejecución-ejercitación
- f) Elección decisión
- g) Evaluación
- h) Experimentación
- i) Extrapolación y transferencia
- j) Internalización
- k) Investigación
- l) Meta-cognitivas
- m) Planeación previsión y anticipación
- n) Problematización
- o) Proceso de pensamiento lógico y critico
- p) Procesos pensamiento creativo divergente y literal
- q) Procesamiento apropiación-construcción
- r) Significación generalización
- s) Trabajo colaborativo

IX. Criterios de evaluación y acreditación

- a) **Institucionales de acreditación:**
Acreditación minima de 80% de clases programadas
Entrega oportuna de trabajos

Pago de derechos

Calificación integrada final mínima de 7.0

Permite examen de título:

b) Evaluación del curso

Exámenes Parciales o ejercicio en Online	40%
Investigaciones Reportes de lecturas	10%
Análisis casos , trabajo de equipo	10%
Proyecto final equipo	40%
• Trabajo de Equipo	10%
• Creatividad	10%
• (producto, exposición, presentación trabajo)	
• Información Proyecto	20%

X. Bibliografía

Obligatoria:

How to learn English, Edited by Horses4Ever, Nicole Willson, Vivek Kumar Rohra, Flickety and 89 others.

<http://www.wikihow.com/Learn-English>

Complementaria:

Koontz Harold, Heinz Wihrich Mark. *Administración una perspectiva global edicion. 14 2012* Mc.Graw Hill Interamericana, Mexico, D.F.

Desarrollo organizacional Enfoque Latinoamericano Hernández A. Jorge, Gallarzo Manuel y Espinosa José de Jesús., El. Pearson, Educacion de México 2011.

Ramírez solano, Ernesto. Mondada, Banca y Mercados Financieros. Pearson Educación, México 2001.

Charles W.L. Hill, "Administración Estratégica, Un enfoque Integral, " (ed., 9ª. 2011), México, D.F., Editorial Progreso, S. A. de C.V. (Cengage Learning).

Jay Heizer & Barry Render, *Principios de Administración de Operaciones.* PEARSON Educación. Séptima Edición 2009.

Otros textos llevados durante la carrera que apliquen a los conceptos que se desarrollaran en las presentaciones.

XI. Perfil deseable del docente

Licenciatura en Administración de preferencia en inglés , Maestría en Administración de preferencia en inglés posibilidad de Certificación en los ISOS y además Maestría ó especialidad en educación, o certificación en área de la docencia

XII. Institucionalización	
Responsable del Departamento	Mtra. Laura Anguiano Herrera
Coordinador Programa LAE	Dr. Ricardo Melgoza Ramos
Elaborado Por:	Mtra. Lydia Nesbitt Valenzuela y Mtro. Ignacio F. Romero.
Fecha de Elaboración:	Mayo 2013
Revisado Por:	Dr. Ricardo Melgoza Ramos
Fecha de Revisión:	Octubre 27 2013