1. BASIC INFORMATION

Course	Inglés
Degree program	Marketing
School	Social Science
Year	2
ECTS	6
Credit type	Obligatory
Language(s)	English
Delivery mode	On-Campus
Semester	Second
Academic year	2025/26
Coordinating professor	Estefanía Serrano estefania.serrano@universidadeuropea.es

2. PRESENTATION

This course aims to develop students' ability to think strategically, innovate, create, and communicate effectively in English, applying these skills to the successful launch of products, services, or brands in competitive business environments.

Innovation is presented as the central axis of the business model and a driving force in marketing, covering everything from value proposition creation to market-adapted campaign implementation. All coursework is conducted in English to strengthen students' professional competence in international contexts.

In alignment with the Common European Framework of Reference for Languages (CEFR), and the descriptors for B2 independent users, sessions will focus on enhancing reading, writing, listening, and speaking skills through themes related to global marketing, branding, sustainable consumption, and strategic communication.

The course also integrates Sustainable Development Goals (SDGs) from the United Nations 2030 Agenda that are relevant to the marketing sector, fostering an ethical, innovative, and responsible vision of commercial activity.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB4 - Communication Competence: Students will be able to effectively communicate information, ideas, problems, and solutions in a clear and structured manner, tailored to both specialist and non-specialist audiences in professional and academic contexts.

Cross-curricular competencies:

- CT02 – Autonomous Learning: The ability to independently identify, select, and apply effective strategies for searching, analyzing, evaluating, and managing information from diverse sources. This competence also includes the capacity to assimilate and implement acquired knowledge without external guidance.

- CT06 – Adaptability to Change: The capacity to recognize, value, and integrate differing perspectives, adjusting one's approach as circumstances evolve. It encompasses working constructively in uncertain or ambiguous environments and responding flexibly to new challenges.

Specific competencies:
- CE06 – Communication Strategy: Ability to apply key communication concepts to generate effective messages, using appropriate channels and adapting to the target audience.
- CE15 – Creative Marketing Thinking: Capacity to apply creative thinking in the development of marketing proposals, especially in the production of advertising materials, in a responsible and sustainable manner

Learning outcomes:
- LO1: Comprehension of spoken English on topics of general interest and/or related to technical studies.
- LO2: Understanding of written texts and reports in English on general and/or technical topics, such as articles, descriptive brochures, manuals, and process descriptions.
- LO3: Oral presentation and argumentation on a variety of subjects.
- LO4Writing reports and texts on a wide range of topics.
- LO5: Creating multimedia presentations.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CE15, CB4	LO1
CT02¸CE15, CB4	LO2
CB4, CT02, CT06, CE06, CE15	LO3
CB4, CT02, CT06, CE06, CE15	LO4
CB4, CT02, CT06, CE06, CE15	LO5

4. CONTENT

- Vocabulary related to general, current, and field-specific topics.
- Grammatical and communicative structures in English.
- Listening comprehension of materials on general-interest and/or field-specific topics.
- Key elements of an effective multimedia presentation in English.
- Oral and written communication in English.

5. TEACHING-LEARNING METHODOLOGIES

- The types of teaching-learning methodologies used are indicated below:
- Case based learning
- Problem based Learning

- Project based Learning
- Simulation environments

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Case Studies and Problem based Learning Activities	30
Participatory group activities	20
Assignments/Projects	20
Oral Presentations	5
Tutorial	25
Autonomous Study	50
TOTAL	**150**

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Pruebas presenciales de conocimiento	50
Proyectos	40
Exposiciones	10

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

Continuous assessment:

Assessment system	Weight

Knowledge tests: -Written Test x 1 (30%) -Oral Test x 1 (20%)	50%
Oral Presentations: -Oral presentation x1	20%
Assignments/Projects: Guided projects in the classroom (5%) Writing work x 2 (20%) Glossary x 1 (5%)	30%
Total	100%

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

CC	Weight
Knowledge tests: -Written Test x 1 (30%) -Oral Test x 1 (20%)	50%
Oral Presentations: -Oral presentation x1	20%
Assignments/Projects: Writing work x 2 (20%) Glossary x 1 (10%)	30%
Total	100%

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Knowledge tests	Week 14 – Oral test Week 15 – Written test
Oral presentation (20%)	Week 8
Assignments / Projects: -Writings (x2) 20% -Guided projects in the classroom 5% + 1 Glossary 5%	Week 3 - writing 1 10% Week 9 - writing 2 10% Week 7 - Glossary

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The recommended Bibliography is:

- Barlow, J. (2005). Gestión del estrés. Barcelona: Gestión 2000.

- Bayón Mariné, F. (2002). *Organizaciones y Recursos Humanos*. Madrid: Síntesis.

- Canto Ortiz, JM. (2000). *Dinámica de grupos. Aspectos técnicos, ámbitos de intervención y fundamentos teóricos*. Málaga: Aljibe.

- Cibanal JL. (2003). *Técnicas de Comunicación y Relación de Ayuda en Ciencias de la Salud*. Madrid: Elsevier.

- Coelho, P. (2012). El alquimista. Barcelona: Planeta.

- Covey, S. (1999). *Los 7 hábitos de la gente altamente efectiva*. Paidós Empresa.

- Darwin, C. (1946). *La expresión y las emociones en el hombre y en los animales*. Madrid: Alianza Editorial.

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- Dolan, S. L. M., Dolan, I. S. L., & Martín, I. (2000). *Los 10 mandamientos para la dirección de personas*. Barcelona: Gestión 2000.

- Fernández Balmón, M. (2015). *Comunicación efectiva y trabajo en equipo*. España: S.A. Ediciones Paraninfo.

- Fisher, R., Ury, W. & Patton, B. (1998). *Obtenga el sí. El arte de negociar sin ceder*. Barcelona: Gestión 2000.

- Gil, F & Alcocer, CM (2004). *Introducción a la psicología de los grupos*. Madrid: Psicología Pirámide.

- Goleman, D. (1995). Inteligencia emocional. Barcelona: Kairós.

- Johnson, S., & Indriago, H. (2000). ¿Quién se ha llevado mi queso? (Vol. 35). Barcelona: Urano.
- Muñoz, M. & Bermejo, M. (2015). Entrenamientos En Inoculación De Estrés. Madrid: Síntesis.
- Sartain, L. & Finney M. (2005). *Recursos Humanos desde el corazón: cómo construir grandes empresas a la medida de las personas*. Bilbao: Deusto.
- Trechera, JL. (2003). *Trabajar en equipo: talento y talante: técnicas de dinámica de grupos.* Bilbao: Desclée de Brouwer, D.L.

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.
 From this unit we offer to our students:
1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:
orientacioneducativa.uev@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the "surveys" section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.

WORK PLAN FOR THE COURSE

HOW TO COMMUNICATE WITH YOUR PROFESSOR

Whenever you have a question about the content or activities, don't forget to post it to your course forum so that your classmates can read it.

You might not be the only one with the same question!

If you have a question that you only want to ask your professor, you can send him/her a private message from the Campus Virtual. And if you need to discuss something in more detail, you can arrange an advisory session with your professor.

It's a good idea to check the course forum on a regular basis and read the messages posted by your classmates and professors, as this can be another way to learn.

SCHEDULE ACTIVITIES

This table shows the delivery deadline for each assessable activity in the course, as well as the delivery dates:

Week	Course content plan
1	Module 0/1 – Course /Student Guide presentation/ice breakers Start Module 1 – Business and Leadership
2	Module 1 – Business and Leadership
3	Module 1 – Language review 1 + Writing 1: Based on Simon Sinek audiovisual
4	Module 2 – Business Analysis
5	Module 2 – Language review 2
6	Module 3 – Negotiation and Foresight
7	Module 3 – Language review 3

	Fallas
8	Evaluation: Oral presentation (week subject to modification depending on student progress)
9	Module 4 – Management and Recruitment + Writing 2: Applying for a Job
10	Module 4 – Language review 4
11	Module 5 – Strategy, Change and Corporate Social Responsibility
	Easter Holidays
13	Revision and consolidation of course
14	Evaluation – oral test
15	Oral test

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

DESCRIPTION FOR ASSESSMENT ACTIVITIES

To develop the competencies and achieve the indicated learning outcomes, you must perform the activities listed in the table below:

ACTIVITY: Written test
What is the written test?
It consists of a written test of Business English at a B2 level, which aims to see if the student can demonstrate the instrumental use of the language and communication material given on the course.
What do we have to do?
Each student should consistently attend classes and complete the class preparation work each session to prepare for this test.
Deliverable: the test paper will be submitted by the student.
Type of activity. Individual
Weight: 30% (important: students should reach at least a 5 in this part of the evaluation to be able to pass the course).
Type of evaluation: correction of exercises using a key/teacher correction.
How is it evaluated: using a correction key.

ACTIVITY: Oral production test

What is the oral production test?

It consists of a test of knowledge of oral production individually at level B2. Each student will be assessed individually according to their contribution.

What do we have to do?

Each student should prepare the topics proposed by the teacher based on work done in the classroom. They should speak at a B2 level of 1 or 2 of the topics chosen at random in a test of about 6 minutes.

Deliverable: no documents are deliverable for this activity.

Type of activity: individual

Weight: 20% (important: students should reach at least a 5 in this part of the evaluation to be able to pass the course)

Type of evaluation: Through observation by the teacher in the test and the use of a rubric

How is it evaluated?
This activity is graded using a spoken production rubric available in the course guide.

Activity: Oral presentation

What is the oral presentation?

This is an activity designed for the student to show evidence of the consolidation of their oral English level through the presentation of a topic related to the course. One of the Sustainable Development Goals number 5 (Gender Equality), number 7 (Renewable Energy), number 8 (Good Jobs and Economic Growth), number 9 (Innovation and Infrastructure), number 12 (Responsible Consumption) or number 13 (Climate Action) of The United Nations 2030 Agenda for Sustainable Development will be included in this activity.

What do we have to do?

The students should make a dynamic presentation in English (x1) on a topic set by the tutor, together with visual aid support.

Deliverable: Upload visual aid to campus virtual by deadline set. Make the presentation on the given date.

Type of activity: groups of two or three students

Weight: 20%

Type of evaluation: observation by tutor following rubric.

How is it evaluated?
Following the oral presentation rubric given in the course guide.

ACTIVITY: Assignments/Projects

What is this part of the evaluation?

This section of the evaluation is divided into 2 parts:

Part 1: Assignments: writing work

What is writing work?

These are 2 evaluated pieces of writing that the tutor assigns. They are usually based on a activity carried out in class but can be based on any other activity the tutor deems necessary to write about.

What do we have to do?

The students should complete the activity set by writing in an appropriate style with the relevant content.

Deliverable: document send in a Word format via campus virtual.

Type of activity: individual

Weight: 20%

Type of evaluation: Writing tasks follow a rubric given in the course guide.

How is it evaluated?
Following the given rubric.

Part 2: Projects: guided work carried out in the classroom

What is this activity?

These are activities that are carried out in the classroom throughout the course. They can have varied forms: debates, analysis of case studies/business texts, class projects, research… They may be individual or in groups.

What do we have to do?

The students should complete the activity following the instructions given by the tutor and, either working alone or in a small group, present the resultant work/oral exposition.

Deliverable: 1 Glossary which should be uploaded to campus virtual.

Type of activity: individual/in group

Weight: 10% (5% continuous assessment + 5% Glossary)

Type of evaluation: Continuous assessment follows the active participation rubric given in the course guide through observation by tutor of work carried out. The student will be given an overall mark for his/her interventions during the course. Glossary: Submitted / Not submitted (if submitted properly = 10/10 or 5%).

How is it evaluated? Continuous assessment: Following the given rubric. Glossary: Submitted / Not submitted

RUBRICS FOR ASSESSMENT ACTIVITIES

A. Oral exam evaluation rubric

	Very poor/ Poor	Fair	Good	Very Good	Excellent
Communication	0 - 1	2	3	4	5
Grammar	0 - 1	2	3	4	5
Vocabulary	0 - 1	2	3	4	5
Fluency	0 - 1	2	3	4	5

Total: _____ out of 20

Communication: ability to comprehend, interact, and make yourself understood; volume; pronunciation

Grammar: accurate use of grammar structures

Vocabulary: correct and effective use of vocabulary

Fluency: speed, flow, naturalness, and comfort with words

B. Written work evaluation rubric

	Very poor/ Poor 0 -1	Fair 2	Good 3	Very Good 4	Excellent 5

Content (did you do what you were asked for?)					
Communication Achievement (adequate register?)					
Organization (paragraphs, punctuation, capitalization, etc.)					
Writing conventions (syntax, spelling, grammar, etc.)					
Vocabulary (did you use the relevant vocabulary given on the course?)					
Total marks:					/25

C. **Guided work in the classroom rubric**

-There are six levels of class participation, each with the mark given:

- **ABSENT:** Mark: 0

- **NON-PARTICIPANT:** Physical presence but no sign of learning effort. Says little or nothing in class. Mark: 2-3

- **UNSATISFACTORY CONTRIBUTOR:** Inadequate preparation. Mark: 3–4

- **ADEQUATE CONTRIBUTOR:** Satisfactory preparation. Does not offer to contribute to discussion but contributes to a moderate degree when called on. Sporadic involvement. Mark: 5-6

- **GOOD CONTRIBUTOR:** Thorough preparation. Contributes well in an ongoing way. Responds to other student's points, thinks through own points, questions others in a constructive way. Consistent ongoing involvement. Mark: 7-8

- **OUTSTANDING CONTRIBUTOR:** Exceptional preparation. Contributes in a very significant way to ongoing discussion. Very active involvement. Mark: 9-10

D. **Oral presentation evaluation rubric**

	EXEMPLARY	AVERAGE	NEEDS WORK
Command of subject (3 points) **Group mark**	In the presentation the student demonstrates total command of the subject or theme presented. (3 points)	In the presentation the student demonstrates an acceptable command of the subject or theme presented. (1,5 points)	In the presentation the student demonstrates very little command of the subject or theme presented. (0 points)
Organisation of the information	The information is presented in a	The information is mainly presented in a	The information is not presented in a

(3 points) **Group mark**	coherent way, following a logical structure and centres the larger part of the time on the most relevant aspects of the discourse. (3 points)	coherent way, but on occasions a logical structure is not followed and part of the time is spent on aspects which have little relevance to the discourse. (1,5 points)	coherent way, as it does not follow a logical structure and the larger part of the time is focused on aspects that have little or no relevance to the discourse. (0 points)
Use of Language (Vocabulary, grammar, adequate level etc.) **(2 points)** **Individual mark**	Always uses appropriate and correct vocabulary and grammatical structures. (2 points	Mainly uses appropriate and correct vocabulary and grammatical structures. (1 point)	Does not use appropriate vocabulary or correct grammar structures. (0 points)
Posture, voice projection, clarity of diction, correct pronunciation etc. **(1 point)** **Individual mark**	Posture, clarity of diction and correct pronunciation at all times lead to a convincing and professional presentation. (1 point)	The presentation is given in a mainly convincing and professional way, although sometimes there is a lack of clarity of diction and correct pronunciation. (0,5 point)	The presentation is not given in a convincing and professional way and there is an evident lack of clarity of diction and correct pronunciation throughout. (0 point)
Use of visual aids **(1 point)** **Group mark**	The presentation is well supported by the visual aids available. (1 point)	The presentation is mainly supported by the visual aids available, but they could have been used to more advantage. (0,5 points)	The presentation is not supported by the visual aids available. (0 points)

Specific norms for submitting documents:

How to name the documents: all documents must be saved at least with the student's SURNAME in the file's name.

"Surname1_Name_Course_Activity "

Example: "DuttiM_Idioma Inglés_Assignment1"

Very important: The assignments that do not follow these instructions will be penalized with **2/10 points** in the mark of that submission.

Submission :
- No work or exercise submitted after the established submission deadline will be accepted.
- All submissions will be made through the virtual campus, unless otherwise stated by the tutor.

PLAGIARISM REGULATION

In accordance with the current student disciplinary regulations at Universidad Europea:

- Plagiarism, in full or in part, of intellectual works of any kind, is considered a very serious offense.
- Very serious offenses relating to plagiarism and the use of fraudulent means to pass assessment tests shall result in exclusion from the exams for the relevant period, as well as the inclusion of the offense and its details in the student's academic record. For more information you can find all information regarding disciplinary regulations at the following link:

USE OF IA REGULATION

The student must be the author of his/her work/activities.

The use of Artificial Intelligence tools (AI) must be authorized by the teacher in each assignment/activity, indicating in what way it uses is permitted. The teacher will inform in advance in which situations AI tools may be used to improve spelling, grammar and editing in general. The student is responsible for clarifying the information given by the tool and duly declaring the use of any AI tool, according to the guidelines given by the teacher. The final decision on the authorship of the work and the appropriateness of the reported use of an AI tool rests with the lecturer and those responsible for the degree.