Universidad Europea

1. BASIC INFORMATION

Course	Language AI
Degree program	Global Bachelor Degree in International Business
School	School of Social and Communication Sciences
Year	First
ECTS	6 ECTS
Credit type	Compulsory
Language(s)	
Delivery mode	Campus-based
Semester	S1
Academic year	2024-2025
Coordinating professor	Almudena Vázquez Solana
Professor	Almudena Vázquez Solana

2. PRESENTATION

Nowadays, a second or third foreign language is essential for anyone who wants to study or work in an international environment. In this first course, students will acquire basic knowledge and receive an introduction to phonological, morphosyntactic, semantic and pragmatic aspects of the language. By the end of the academic year, students will have acquired a level enabling them to provide basic information about themselves and understand simple sentences about their immediate environment.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CC1. That students have demonstrated to possess and understand knowledge in an area of study that is based on general secondary education, and it is usually found at a level that, although it is supported by advanced textbooks, also includes some aspects that imply knowledge coming from the vanguard of their field of study.
- CC4. Students can convey information, ideas, problems and solutions to a specialist and non-specialist audience..
- CC5. That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy

Cross-curricular competencies:

- CCC1: Autonomous Learning: Ability to choose the strategies, tools, and times that you consider most effective to learn and independently put into practice what you have learned.
- CCC3: Ability to adapt to new situations: to be able to assess and understand different positions, adapting one's own approach as the situation requires.

- CCC6: Oral and written communication skills: The ability to transmit and receive information, ideas, opinions, and attitudes for the purposes of comprehension and action, oral communication involving speech and gestures, and written communication writing and/or graphic.

Specific competencies:

- SC5: Ability to communicate effectively in two languages, at a general level and specifically in the professional field of International Business.

Learning outcomes:

- LO1: Recognise and understand basic words and expressions of a foreign language in both written and oral communication.
- LO2: Participate in simple conversations, i.e. pose and respond to simple questions regarding immediate needs appropriately, in a foreign language.
- LO3: Write short, simple texts and fill out forms with basic personal information in a foreign language.

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

Competencies	Learning outcomes
CC1, CC5, CCC1, CCC6, SC5	**LO1.** Recognize and understand basic words and expressions orally and in writing in a foreign language
CC4, CC5, CCC1, CCC3, CCC6, SC5	**LO2.** Participate in simple conversations, i.e. ask and adequately answer simple questions on topics of immediate need in a foreign language.
CC1, CC4, CC5, CCC1, CCC6, SC5	**LO3.** Write short and simple texts and fill in forms with personal data in a foreign language.

4. CONTENT

- Lexical content: alphabet/characters; colours; numbers; weather; time; seasons; materials; descriptive adjectives; family; common professions; common objects and places in a familiar context; parts of the human body; health leisure activities.
- Grammatical content: articles; personal, interrogative, demonstrative and possessive pronouns; conjugation*; modal verbs*; basic tenses – present, preterit y present perfect*; sentence structure of basic statements and questions; prepositional and adverbial phrases of time and place; imperative, basic comparatives.
- The foundations of the phonological system of the foreign language selected.

* If applicable. Included if required by the foreign language selected.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:
- Cooperative learning
- Master classes

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
Master classes	10 h
Autonomous work	70 h
Academic Tutoring	20 h
Group work activities	50 h
TOTAL	**150 h**

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
Knowledge based tests	50%
Oral presentations	30%
Writing and reports	20%

When you access the course on Virtual Campus, 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

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 4.0 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

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 4.0 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
Activity 1	Week 4
Activity 2	Week 8
Activity 3	Week 12
Activity 4	Week 14
Final test	Week 16

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 main reference work for this subject is:

• Corpas J., García E., Garmendia A. (2016): *Aula 1 Curso de Español Nueva Edición*. Barcelona. Difusión.

The recommended bibliography is:

- Baralo, M., Genís, M., Santana, M. (2014): *Vocabulario* (2nd ed.). Madrid: Anaya.
- Aragonés, L., Palencia, R. (2010). *Gramática de uso del español*. Madrid: Ediciones SM.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity 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@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.