

1. BASIC INFORMATION

Course	Language C (I) (French)
Degree program	Global Degree in International Relations
School	School of Social Sciences
Year	First Year
ECTS	6 ECTS
Credit type	Basic
Language(s)	French/ English
Delivery mode	Face-to-face
Semester	Second Semester
Academic year	2025-2026
Coordinating professor	Jeanne Dell Olivo

2. PRESENTATION

This introductory course (A1/A2) in French is designed for students of International Relations with no prior or very limited knowledge of the language. It aims to develop basic communicative competence in everyday and professional situations relevant to international and intercultural contexts. Through practical oral and written activities, students will learn to greet, introduce themselves, ask and answer simple questions, write short emails or notes, and describe people, places, and routines. The course emphasizes essential grammar, foundational vocabulary, and pronunciation. Sociocultural elements and the functioning of European institutions are also integrated to foster intercultural awareness and prepare students for their future roles in global environments.

3. COMPETENCIES AND LEARNING OUTCOMES

Basic and general:

- CB1. That students have demonstrated knowledge and understanding in a field of study that builds upon general secondary education, and is typically at a level which, while supported by advanced textbooks, also includes some aspects involving knowledge at the forefront of their field of study.
- CB2. That students can apply their knowledge to their work or vocation in a professional manner and possess the competencies usually demonstrated through the development and defense of arguments and the solving of problems within their area of study.
- CB3. That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific, or ethical issues.
- CB4. That students can communicate information, ideas, problems, and solutions to both specialized and non-specialized audiences.
- CB5. That students have developed the learning skills necessary to undertake further studies with a high degree of autonomy.

Transversal:

- CC4. Written and Oral Communication: Ability to transmit and receive data, ideas, opinions, and attitudes to achieve understanding and action, with oral communication conducted through words and gestures, and written communication through writing and/or graphic supports.
- CC9. Global Mindset: Ability to show interest in and understand other standards and cultures, recognize one's own predispositions, and work effectively in a global community.

Specific:

- SC6. Ability to communicate effectively in two languages, both at a general level and specifically within the professional field of International Relations.
- SC25. Ability to identify and engage with various international actors.

Learning outcomes:

- LO1. The student will be able to write short sentences and brief compositions in a basic manner, as well as communicate and develop written dialogues on everyday topics.
- LO2. They will be able to summarize the most important information from a text and answer questions about it.
- LO3. They will be able to complete basic grammar exercises and understand simple instructions.
- LO4. They will be able to improve their communication skills and increase their self-confidence.

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

Competencies	Learning outcomes
CB2, CB4, CC4, SC6	LO1 : The student will be able to write short sentences and brief compositions in a basic manner, as well as communicate and develop written dialogues on everyday topics.
CB1, CB3, CB4, CC4, SC6	LO2 : They will be able to summarize the most important information from a text and answer questions about it.
CB1, CB5, CC04	LO3 : They will be able to complete basic grammar exercises and understand simple instructions.
CB2, CB4, CB5, CC4 CC9, CC6, SC25	LO4 : They will be able to improve their communication skills and increase their self-confidence.

4. CONTENT

Introduction to language and culture for students with no previous knowledge. This course provides the student with a sufficient level of linguistic competence to function in everyday and communicative situations (A1/A2).

5. TEACHING-LEARNING METHODOLOGIES

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

- Cooperative Learning
- Problem-Based Learning (PBL)

- Simulation Environments
- Case Method

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
Oral presentations	10
Tutorials	18
Autonomous work	50
Master class	25
Asynchronous master classes	10
Case analysis	10
Problem solving	10
Reports and written papers	15
Presential knowledge tests	2
TOTAL	150h

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 Test	20
Individual assignments	25
Oral presentation	25
Portfolio	30

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

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 **greater than or equal to 5.0 in the final written test**, as well as in **the final oral test**, so that it can be averaged with the rest of the activities. In the case of not obtaining at least 5/10 in the final written test **or in** the final oral test, the course will be failed and the grade that appears will be equivalent to the grade failed in the test.

Since our university requires a minimum attendance of 50% of the sessions, this circumstance will be an indispensable requirement to take the tests and pass the course. In the case of virtual sessions, the previously accredited student's virtual presence is considered the attendance, throughout the session, from the beginning to the end of it.

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 **greater than or equal to 5.0 in the objective written test** as well as in **the oral test**, so that it can be averaged with the rest of the activities. In the case of not obtaining at least 5/10 in the average of the written test **or in** the oral test, the course will be failed and the grade that appears will be equivalent to the grade failed in the test.

Since the activities that correspond to the continuous evaluation of the subject (Portfolio and Directed Individual Work) cannot be retaken or repeated, the final grade will be based on a written test (50%) and an oral test (50%).

8. SCHEDULE

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

Assessable activities		Deadline
Knowledge tests	Written test 1	Week 16-18
Oral presentations	Oral test	Week 14-15
Oral presentations	Participation	Week 1-15
Portfolio	3 Use of French quizzes	Week 3 Week 7 Week 12
Directed individual works	2 essays	Week 5 Week 13

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:

- Amiot, M; Riehl L.; Soignet, M. (2017) *Objectif Diplomatie: Le Français des Relations Internationales et Européennes*. Paris, Hachette.

The recommended Bibliography is:

- Elisabeth Franco, Maïa Grégoire, Odile Thiévenaz, *Grammaire Progressive du Français. Niveau A2-B1 Intermédiaire*. Paris : CLE Internationale, 2018. ISBN : 978-2-09-038103-0
- Maïa Grégoire, Alina Kostucki, *Grammaire Progressive du Français. Niveau A1.1 Débutant complet*. Paris : CLE Internationale, 2020. ISBN : 978-2-09-034712-8
- Dorothée Escoufier, Camille Gomy, Kim Ta Minh, *Communication Progressive du Français. Niveau A1.1 Débutant complet*. Paris : CLE Internationale, 2017. ISBN : 978-2-09-034720-3
- Claire Miquel, *Vocabulaire Progressif du Français. Niveau A1 Débutant*. Paris : CLE Internationale, 2017. ISBN : 978-2-09-034714-2
- Inspire – TV5MONDE <https://enseigner.tv5monde.com/fiches-pedagogiques-fle/inspire>
- Lingolia <https://francais.lingolia.com/fr/>
- Podcast Français Facile <https://www.podcastfrancaisfacile.com/>

10. EDUCATIONAL GUIDANCE, DIVERSITY, AND INCLUSION UNIT

Students with specific learning support needs:

Curricular adaptations and adjustments for students with specific learning support needs, in order to guarantee equal opportunities, will be overseen by the Diversity Management Unit (UAD: Unidad de Atención a la Diversidad).

It is compulsory for this Unit to issue a curricular adaptation/adjustment report, and therefore students with specific learning support needs should contact the Unit at unidad.diversidad@universidadeuropea.es at the beginning of each semester.

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.

1. BASIC INFORMATION

Course	Language C (I) (German)
Degree program	Global Degree in International Relations
School	School of Social Sciences
Year	First Year
ECTS	6 ECTS
Credit type	Basic
Language(s)	German / English
Delivery mode	Face-to-face
Semester	Second Semester
Academic year	2025/2026
Coordinating professor	Marta Zomeño Pérez

2. PRESENTATION

This introductory course (A1) in German is designed for students of International Relations with no prior or very limited knowledge of the language. It aims to develop basic communicative competence in everyday and professional situations relevant to international and intercultural contexts. Through practical oral and written activities, students will learn to greet, introduce themselves, ask and answer simple questions, write short emails or notes, and describe people, places, and routines. The course emphasizes essential grammar, foundational vocabulary, and pronunciation. Sociocultural elements and the functioning of European institutions are also integrated to foster intercultural awareness and prepare students for their future roles in global environments.

3. COMPETENCIES AND LEARNING OUTCOMES

Basic and general:

- CB1. That students have demonstrated knowledge and understanding in a field of study that builds upon general secondary education, and is typically at a level which, while supported by advanced textbooks, also includes some aspects involving knowledge at the forefront of their field of study.
- CB2. That students can apply their knowledge to their work or vocation in a professional manner and possess the competencies usually demonstrated through the development and defense of arguments and the solving of problems within their area of study.
- CB3. That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific, or ethical issues.
- CB4. That students can communicate information, ideas, problems, and solutions to both specialized and non-specialized audiences.
- CB5. That students have developed the learning skills necessary to undertake further studies with a high degree of autonomy.

Transversal:

- CC4. Written and Oral Communication: Ability to transmit and receive data, ideas, opinions, and attitudes to achieve understanding and action, with oral communication conducted through words and gestures, and written communication through writing and/or graphic supports.
- CC9. Global Mindset: Ability to show interest in and understand other standards and cultures, recognize one's own predispositions, and work effectively in a global community.

Specific:

- SC6. Ability to communicate effectively in two languages, both at a general level and specifically within the professional field of International Relations.
- SC25. Ability to identify and engage with various international actors.

Learning outcomes:

- LO1. The student will be able to write short sentences and brief compositions in a basic manner, as well as communicate and develop written dialogues on everyday topics.
- LO2. They will be able to summarize the most important information from a text and answer questions about it.
- LO3. They will be able to complete basic grammar exercises and understand simple instructions.
- LO4. They will be able to improve their communication skills and increase their self-confidence.

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

Competencies	Learning outcomes
CB2, CB4, CC4, SC6	LO1 : The student will be able to write short sentences and brief compositions in a basic manner, as well as communicate and develop written dialogues on everyday topics.
CB1, CB3, CB4, CC4, SC6	LO2 : They will be able to summarize the most important information from a text and answer questions about it.
CB1, CB5, CC04	LO3 : They will be able to complete basic grammar exercises and understand simple instructions.
CB2, CB4, CB5, CC4 CC9, CC6, SC25	LO4 : They will be able to improve their communication skills and increase their self-confidence.

4. CONTENT

Introduction to language and culture for students with no previous knowledge. This course provides the student with a sufficient level of linguistic competence to function in everyday and communicative situations (A1).

5. TEACHING-LEARNING METHODOLOGIES

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

- Cooperative Learning
- Problem-Based Learning (PBL)
- Simulation Environments
- Case Method

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
Oral presentations	10
Tutorials	18
Autonomous work	50
Master class	25
Asynchronous master classes	10
Case analysis	10
Problem solving	10
Reports and written papers	15
Presential knowledge tests	2
TOTAL	150h

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 Test	20
Individual assignments	25
Oral presentation	25
Portfolio	30

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

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 **greater than or equal to 5.0 in the final written test**, as well as in **the final oral test**, so that it can be averaged with the rest of the activities. In the case of not obtaining at least 5/10 in the final written test **or in** the final oral test, the course will be failed and the grade that appears will be equivalent to the grade failed in the test.

Since our university requires a minimum attendance of 50% of the sessions, this circumstance will be an indispensable requirement to take the tests and pass the course. In the case of virtual sessions, the previously accredited student's virtual presence is considered the attendance, throughout the session, from the beginning to the end of it.

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 **greater than or equal to 5.0 in the objective written test** as well as in **the oral test**, so that it can be averaged with the rest of the activities. In the case of not obtaining at least 5/10 in the average of the written test **or in** the oral test, the course will be failed and the grade that appears will be equivalent to the grade failed in the test.

Since the activities that correspond to the continuous evaluation of the subject (Portfolio and Directed Individual Work) cannot be retaken or repeated, the final grade will be based on a written test (50%) and an oral test (50%).

8. SCHEDULE

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

Assessable activities		Deadline
Knowledge tests	Written test 1	Week 16-18
Oral presentations	Oral tests	Week 16-18
Oral presentations	Presentation	Week 13
Portfolio	Zehn-Minuten-Tests	Every week
Directed individual works	5 essays	Week 3 Week 5 Week 8 Week 11 Week 13

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 course is:

- Several Authors. (2021). Momente A1 (Kursbuch). Hueber Verlag: Ismaning. (ISBN 978-3-19-501791-6)
- Several Authors. (2021). Momente A1 (Arbeitsbuch). Hueber Verlag: Ismaning. (ISBN 978-3-19-501791-3)
- Several Authors, Momente A1.1 (Intensivtrainer). Hueber Verlag: Ismaning. (ISBN 978-3-19-231791-0) (IF NEEDED)

The recommended Bibliography is:

- Castell, A. (2008). Grammar of the German language. Languages: Madrid
- Dreyer, H., et al. (2000). Lehr- und Übungsbuch der deutschen Grammatik. Die neue Gelbe. Hueber Verlag: Ismaning
- Duden (2012). Deutsches Universal Wörterbuch. Dudenverlag: Mannheim
- Götz, Dieter (2010). Grosswörterbuch Deutsch als Fremdsprache. Langenscheidt: Berlin.
- Langenscheidts Grosswörterbuch (2007). Deutsch als Fremdsprache. Langenscheidt: Berlin
- Langenscheidt-Redaktion (2010). Langenscheidt Handwörterbuch: SP-DE / DE-SP. Langenscheidt: Munich
- PONS-Redaktion (2008). PONS Großwörterbuch Spanisch: SP-DE / DE-SP. PONS GmbH: Stuttgart
- Schmitz, M. (2007). PONS Studienausgabe. SP-DE / DE-SP. PONS GmbH: Stuttgart
- Slaby, R. J., et al. (2009). Dictionary of the Spanish and German languages. Herder: Barcelona
- Slaby, R. J., et al. (2009). Wörterbuch der Spanischen und Deutschen Sprache. Herder: Barcelona
- Wahrig (2008). Wahrig Deutsches Wörterbuch. Bertelsmann Lexikon Verlag: Gütersloh.

10. EDUCATIONAL GUIDANCE, DIVERSITY, AND INCLUSION UNIT

Students with specific learning support needs:

Curricular adaptations and adjustments for students with specific learning support needs, in order to guarantee equal opportunities, will be overseen by the Diversity Management Unit (UAD: Unidad de Atención a la Diversidad).

It is compulsory for this Unit to issue a curricular adaptation/adjustment report, and therefore students with specific learning support needs should contact the Unit at unidad.diversidad@universidadeuropea.es at the beginning of each semester.

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.