

## 1. BASIC INFORMATION

<b>Course</b>	English
<b>Degree program</b>	Global Bachelor's Degree in International Relations
<b>School</b>	School of Social Sciences
<b>Year</b>	Second year
<b>ECTS</b>	6 ECTS
<b>Credit type</b>	Basic
<b>Language(s)</b>	English
<b>Delivery mode</b>	Face-to-face
<b>Semester</b>	Second Semester
<b>Academic year</b>	2024/2025
<b>Coordinating professor</b>	María de Gracia Ortuño

## 2. PRESENTATION

The English course aims to introduce students to the English language in a legal and commercial context in order to develop the skills necessary for communication in English in both personal and professional settings. To this end, the course covers a variety of topics in the legal field. Students will work on and develop their reading, writing, listening and speaking skills with the aim of consolidating a B2 level within the framework of the Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda for Sustainable Development, which are worked on in their context from different perspectives so that students are aware of the importance of their implementation at all levels. Of particular relevance is SDG 16 (Peace, Justice and Strong Institutions) since, according to the UN's own website on the SDGs: conflict, insecurity, weak institutions and limited access to justice continue to pose a serious threat to sustainable development.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### Core competencies:

- CB1: Students are required to demonstrate a comprehensive understanding in their respective fields of study that originates from the foundation of general secondary education and typically resides at a level supported by advanced textbooks, inclusive of aspects related to cutting-edge knowledge in their discipline.
- CB2: Students should display an ability to professionally apply their acquired knowledge to their vocation, possessing competencies that are generally illustrated through the formulation and defense of arguments and problem-solving within their academic field.
- CB3: Students are expected to exhibit the capability to gather and interpret relevant data, predominantly within their field of study, to form judgements that incorporate contemplation on significant social, scientific, or ethical topics.
- CB4: Students should have the ability to communicate information, ideas, problems, and solutions effectively to both expert and lay audiences.
- CB5: Students must have cultivated learning skills that are essential for undertaking further academic pursuits with a significant level of autonomy.

#### Cross-curricular competencies:

- CC4: Analytical and synthesis skills: being able to break down complex situations into their constituent parts; also evaluating other alternatives and perspectives to find optimal solutions. Synthesis seeks to reduce complexity to better understand it and/or solve problems.
- CC9: Interpersonal skills: Ability to relate positively to other people through verbal and nonverbal means, through assertive communication, understood as the ability to express or convey what one wants, thinks, or feels without making the other person uncomfortable, attacking them, or hurting their feelings.

#### Specific competencies:

- SC06: Students should be able to communicate effectively in two languages, both generally and specifically in the professional field of International Relations.
- SC25: Students should be able to identify and engage effectively with various international entities.

#### Learning outcomes:

- LO1: Students will be able to compile specialized glossaries of international relations terminology.
- LO2: They will be able to understand and analyze publications in the field of international relations.
- LO3: They will be able to discuss and give opinions on current affairs.
- LO4: They will be able to write papers and group projects on topics related to international political economy.

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

Competencies	Learning outcomes
CB1, CB4, CB5, CC4, SC06	LO1: Compile specialized terminology glossaries on international relations.
CB1, CB2, CB3, CB5, CC4, SC06, SC25	LO2: Understand and analyze publications in the field of international relations.
CB1, CB2, CB3, CB4, CC9, SC06, SC25	LO3: Discuss and give opinions on current affairs.
CB1, CB2, CB3, CB4, CB5, CC4, CC9, SC06, SC25	LO4: Write group papers and projects on international political and economic issues.
CB1, CB5, SC06, SC25	LO5: Understand audiovisual reports adapted to their level.

## 4. CONTENT

English for students with advanced prior knowledge. All skills will be practiced, allowing students to advance in their learning of this language. Emphasis will be placed on vocabulary and content related to international relations. (B2-C1).

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Collaborative learning
- Problem-Based Learning (PBL)
- Simulation Environments
- Learning through Case Studies

## 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 writings	15
Face-to-face knowledge tests	2
<b>TOTAL</b>	<b>150</b>

## 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
<b>Directed individual work:</b> - Writing work x 1 (10%) - Glossary x 1 (10%)	20%
<b>Oral presentation x1</b>	25%
<b>Portfolio</b> - Role play x1 (15%) - Oral test x1 (20%)	35%
<b>Knowledge tests:</b> - Written test x1 (20%)	20%

When you access the course on *Campus Virtual*, you will 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 5.0 or higher in the final test (average written and oral grade) in order for it to be count towards the final grade along with all the grades corresponding to the other activities.

### Very important information for the evaluation:

In order to pass the course, the student must meet the following requirements:

**Attendance:** our university requires a **minimum** attendance of 50% of the sessions to pass the course in *Ordinaria*. If students do not comply with the required attendance percentage, they will be able to attend the final tests, but they will not be corrected. The grade obtained on their academic records will be NP (not taken). Test sessions are not considered as attendance.

To obtain a grade of at 5 (out of 10) in the average grade on the written test (20%).

To obtain a grade of at 5 (out of 10) in the oral test (20%).

**REGARDING ATTENDANCE, THIS SUBJECT IS 100% PRACTICAL SO THE ATTENDANCE IS ON-SITE (IN CLASS).** In the case of virtual sessions for any particular reason, the previously accredited student's virtual presence will be considered attendance if the student participates throughout the session and attends 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 of 5.0 or higher in the final test (average written and oral grade) in order for it to be 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
<b>Directed individual work:</b> Writing work x1 (10%) Glossary x1 (10%)	Week 6 and 14 To be specified by the teacher
<b>Oral presentation x 1</b>	Week 8 To be specified by the teacher
<b>Portfolio:</b> Role play x1 (15%)	Week 12 and 16 To be specified by the teacher

Oral test x1 (20%)	
<b>Knowledge tests:</b> Written test x1 (20%)	Week 17 To be specified by the teacher

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.

#### Specific rules for submitting documents:

**How to name documents:** All documents must be saved with at least the student's last name in the file name.

*"Last name1\_First name\_Course\_Activity"*

**Example:** "DuttiM\_English Language\_Assignment1"

**Very important:** Assignments that do not follow these instructions will be **penalized** with **2/10** points on the grade for that submission.

#### Submission:

- **No work or exercises submitted after the established deadline will be accepted.**
- All submissions must be made through the virtual campus, unless otherwise indicated by the teacher.

## 9. BIBLIOGRAPHY

The main reference work for this subject is:

- Krois-Lindner, A., (2011). International Legal English (2nd Ed.). Cambridge University Press: Cambridge. ISBN: 9780521279451

As supporting material:

- Michael Swan. A Practical English Usage. Oxford University Press.
- Michael McCarthy and Felicity O'Dell. English Phrasal Verbs in Use – Intermediate to Upper Intermediate. Cambridge University Press.
- Michael McCarthy and Felicity O'Dell. English Idioms in Use. Cambridge University Press.
- Mark Hancock. English Pronunciation in Use. Cambridge University Press.

## 10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Orientation, 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.

1. Accompaniment and follow-up by mean 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 opportunity 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](mailto: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