

1. BASIC INFORMATION

Course	Inglés
Degree program	Grado en <i>Marketing</i>
School	Social Sciences
Year	2 nd year
ECTS	6 ECTS
Credit type	Basic
Language(s)	English
Delivery mode	Face to face
Semester	2 nd Semester
Academic year	2024 – 2025
Coordinating professor	Yeray Nauset López Hernández
Professors	Dra. Laura Barboyon / Gisela Marichal Bethencourt

2. PRESENTATION

Teaching English is a major part of the teaching and learning philosophy implemented by *La Universidad Europea*. In this vein, the English subject falls within the Common European Framework of Languages. It aims to contribute to the improvement of the profile of students and enable them to develop English communication skills both in the field- oriented topics as well as generally oriented topics of the common communicative practices. Very specifically, this subject will focus on improving the students' abilities to listen and understand complex and straightforward conversations, use the language appropriately and effectively, speak efficiently about topics related to marketing communication, and write smoothly using technical items within the field of specialization.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

CC 1 – The students shall acquire a wild understanding of the area of study. In this context, any advanced textbook- based knowledge taught at this stage shall not only sit as a continuation of that previously acquired in secondary and high school educations, but most importantly shall include aspects involving knowledge from the cutting edge of the field of study.

CC 2 – The students shall possess demonstrable skills and competencies such as problem-solving skills within their area of study as well as know how to apply those skills into their future professional careers.

CC 3 – The students shall have the ability to gather and interpret data related to the area of study as well as make fact-based and rational judgments on issues of social, scientific, and ethical nature.

CC 4 – The students shall be able to convey well-thought information and ideas as well as seek and find solutions to problems that are relevant to both specialized and non-specialized audiences.

CC 5 – The students shall develop learning skills necessary to undertake further studies with a higher degree of autonomy.

Cross-curricular competencies:

CCC 17 – Communication skills in a national and international context: Ability to transmit ideas in a multicultural context.

CCC 22 – Communication skills: The students shall be able to express conceptual ideas effectively, communicate in writing with conciseness and clarity, as well as speak effectively in public.

CCC 23 – Multiculturalism: Ability to work or live with people from different cultures.

Specific competencies:

SC 6 – To understand and exploit commercial opportunities in the context of internationalization and globalization in which the business world finds itself.

SC 16 – Identify key values to seek opportunities in international markets.

Learning outcomes:

LO1 – Understand oral communication in English on topics of general interest both spoken and recorded, i.e. dialogues, lectures, instructions, current affairs, personal matters when communication is clear and not too fast, (Common European Framework of Reference B1).

LO2 – Initiate and maintain conversations on familiar topics or involving the expression of feelings.

LO3 – Understand, in general but not in detail, radio or television programs.

LO4 – Read and understand short articles in newspapers or magazines dealing with familiar topics.

LO5 – Understand and analyze short literary texts dealing with familiar topics.

LO6 – Produce short texts related to familiar topics expressing personal opinions.

LO7 – Write personal letters commenting on common experiences or events.

LO8 – Fill out simple forms or respond to advertisements requesting additional information.

LO9 – Deliver multimedia presentations in English on topics of personal interest.

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

Competencies	Learning outcomes
CC 1, CC 2, CC 3, CC 4, CC 5	LO1 – Understand oral communication in English on topics of general interest both spoken and recorded, i.e. dialogues, lectures, instructions, current affairs, personal matters when communication is clear and not too fast, (Common European Framework of Reference B1).
CC 1, CC 2, CC 3, CC 4, CC 5	LO2 – Initiate and maintain conversations on familiar topics or involving the expression of feelings.
CC 1, CC 2, CC 3, CC 4, CC 5	LO3 – Understand, in general but not in detail, radio or television programs.
CC 1, CC 2, CC 3, CC 4, CC 5	LO4 – Read and understand short articles in newspapers or magazines dealing with familiar topics.
CC 1, CC 2, CC 3, CC 4, CC 5	LO5 – Understand and analyze short literary texts dealing with familiar topics.
CC 1, CC 2, CC 3, CC 4, CC 5	LO6 – Produce short texts related to familiar topics expressing personal opinions.
CC 1, CC 2, CC 3, CC 4, CC 5	LO7 – Write personal letters commenting on common experiences or events.
CC 1, CC 2, CC 3, CC 4, CC 5	LO8 – Fill out simple forms or respond to advertisements requesting additional information.
CC 1, CC 2, CC 3, CC 4, CC 5	LO9 – Deliver multimedia presentations in English on topics of personal interest.

4. CONTENT

- Vocabulary related to topics of general or current interest.
- Listening practice of content presented in live or recorded voice.
- Active participation in dialogues and debates on topics of general interest.
- Reading and commenting on texts or newspaper articles written in English dealing with general or current topics.
- The basic keys to a good multimedia presentation in English.
- Internet searches and their corresponding citation.
- Business English.

5. TEACHING-LEARNING METHODOLOGIES

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

- Case method.
- Cooperative learning.
- Problem-Solving Based Learning.
- Master class.
- Simulation environment.
- Project Based Learning.

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
Guided learning (tutorials, learning follow-up) (campus-based mode)	12.5h.
Master classes	57.5h.
Asynchronous master classes	17.5h.
Self-learning (campus-based mode)	25h.
Group work (campus-based mode)	25h.
Other activities (external visits, conferences)	12.5h.

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
Assignments and reports	10%
Oral presentations	30%
Practical exercises	10%
Theoretical knowledge exam	50%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you must 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 5.0 in the final exam for it to count towards the final grade along with all the grades corresponding to the other activities. Every activity from every module needs to be overcome with a grade of > 5 to pass on the subject.

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 5.0 in the final exam for it to count towards the final grade along with all the grades corresponding to the other activities. Every activity from every module needs to be overcome with a grade of > 5 to pass on the subject.

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: oral presentation (group)	February 2025
Activity 2: Mid-term exam	March 2025
Activity 3: oral presentation (group)	April 2025
Activity 4: Project (group)	May 2025
Activity 5: Final exam	May 2025

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:

- Smith, Alison. (2019). *Flash on English for Marketing & Advertising*. ESP Series.
- Robinson, Nick. (2010). *Cambridge English for Marketing*. Cambridge University Press.
- Brook-Hart, Guy. (2013). *Cambridge Business benchmark* (Upper-Intermediate). Cambridge University Press.
- Baad, Kate; Hollway, Christopher; Scrivener, Jim & Tuner, Rebecca. (2023). *Business Result* (Advanced). Oxford.

The recommended Bibliography is:

- Murphy, R. (2013). *English Grammar in Use* (for advanced students). Cambridge University Press.
- Mascull, Bill. (2002). *Cambridge professional English. Business Vocabulary in use*. Cambridge University Press.

10. DIVERSITY MANAGEMENT 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 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@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.