1. BASIC INFORMATION

Course	English
Degree program	Architecture
School	School of Architecture
Year	4th year
ECTS	6
Credit type	Basic
Language(s)	English
Delivery mode	Face to face
Semester	S1
Academic year	2025 - 2026
Coordinating professor	
Professor	Alba Rivero Martín

2. PRESENTATION

Teaching a second language is a major part of the philosophy of European University. Therefore, this English subject is designed to foster the students' English abilities and competencies capable to enable then effectively to face as some of the challenges inherent to the increasingly demanding today's job marked. This subject is based on the Common European Framework of Languages. It contributes to the improvement of the profile of students, enabling the students to develop their English communication skills both in field-oriented topics as well as general topics of the common communicative practices. Very specifically, this subject will put focus on improving the students' abilities to listen conversations, use of language appropriately and effectively, speak efficiently about field-oriented topics, and write smoothly using technical items within the field of specialization.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- **CC1 –** That students have demonstrated possession and understanding of knowledge in their area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.

- **CC2 –** That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defence of arguments and problem solving within their area of study.
- **CC3 –** That students can 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.
- **CC4 –** That students can convey information, ideas, problems, and solutions to both specialized and non-specialized audiences.
- **CC5 –** That students have developed those learning skills necessary to understand subsequent studies with a high degree of autonomy.

Cross-curricular competencies:
- **CCC2 –** Self-confidence: That the student can act with confidence and with sufficient motivation to achieve his or her objectives.
- **CCC4 –** Communication skills in native language (either by oral or written means) and in the English language, according to the ideology of the European University of the Canary Islands, any concept or specification specific to the development of the regulated profession of Architect. This will include learning the specific vocabulary of the degree. This aptitude includes the ability to manage information.
- **CCC5 –** Interpersonal understanding: That the student is capable of active listening to reach agreements using an assertive communication style.
- **CCC6 –** Flexibility: The student should be able to adapt and work in different and varied situations and with different people. It involves valuing and understanding different positions, adapting his or her own approach as the situation requires.
- **CCC7 –** Teamwork: Ability to work in teams of architects, or in interdisciplinary teams (with shared responsibilities in many cases), managing and planning work groups, necessary in the scheme of competences and work that defines a project of a certain size in which various disciplines converge. This capacity includes skills in interpersonal relations and team leadership.

General competences:
- GC1 – To know the history and theories of architecture, as well as related arts, technologies, and human sciences.
- GC7 – Understand the relationships between people and buildings, and between buildings and their surroundings, and the need to relate buildings and the spaces between them to human needs and scale.

Learning outcomes:
- LO1 – Understand oral communication in English on topics of general interest from both spoken and recorded material, i.e., dialogues, chats, instructions, current affairs, personal topics when communication is clear and not very fast (Common European Framework of Reference B1).
- LO2 – Initiate and maintain conversations on familiar topics or involving the expression of feelings.
- LO3 – Ask for and follow directions.
- LO4 – Understand, in general but not in detail, radio or television programs.
- LO5 – Read and understand short articles in newspapers or magazines dealing with familiar topics, as well as technical vocabulary specific to the architectural profession.
- LO6 – Understand and analyze short literary texts dealing with familiar topics.

- LO7 – Produce short texts related to familiar topics expressing personal opinions.
- LO8 – Write personal letters commenting on common experiences or events.
- LO9 – Fill out simple forms or respond to advertisements requesting additional information.
- LO10 – Deliver multimedia presentations in English on topics of personal interest.
- LO11 – Understand and write different types of CV.
- LO12 – The search for information on the Internet (WebQuest) and its citation.

4. CONTENT

- Vocabulary related to topics of general or current interest.
- Listening practice of contents presented in live or recorded voice.
- Active participation in dialogues and debates on topics of general interest.
- Read and comment on texts or journalistic articles written in English that deal with general or current topics.
- The basic keys to a good multimedia presentation in English.
- Internet searches and their corresponding citation.

5. TEACHING-LEARNING METHODOLOGIES

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

- Theoretical classes, field experiences, conferences, trips, visits to construction sites, companies, and institutions.
- Problem-based learning.
- Cooperative learning.

6. LEARNING ACTIVITIES

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

Learning activity	Number of hours
Supervised work, practical exercises and problem solving	75h
Work in groups	25h
Individual work	25h
Tutoring, academic monitoring and assessment	25h
TOTAL	150h

7. ASSESSMENT

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

Assessment system	Weight
Theoretical exams	30%
Activities	70%

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 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 minimum attendance to be entitled to continuous evaluation will be 50%. This 50% attendance will be mandatory in person for both the theoretical and practical sessions, meaning in person that the student is physically present in the classroom and that theory and practical attendance will be counted separately. Virtual attendance through HyFlex will not count toward the minimum attendance necessary to avoid losing continuous evaluation.

Canvas (Campus Virtual) will be the only platform to submit **any evaluative assignment**. So, it is the requirement to submit all work onto the canvas on time, since any piece of work submitted later than the scheduled time WILL NOT be taken under consideration by the teacher.

Please **DO NOT SEND EVALUATIVE ASSIGNMENT BY MAIL**.

7.2. Second 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 in order for it to count towards the final grade along with all the grades corresponding to the other activities.

Canvas (Campus Virtual) will be the only platform to submit **any evaluative assignment**. So, it is the requirement to submit all work onto the canvas on time, since any piece of work submitted later than the scheduled time WILL NOT be taken under consideration by the teacher.

Please **DO NOT SEND EVALUATIVE ASSIGNMENT BY MAIL**.

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 I: Oral presentation	Week 6
Activity II: Oral presentation	Week 12
Theoretical exam: Final exam (Block III – IV)	Thursday 15th January
Activity III: Portfolio	Thursday 15th January

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:

• Evans, V., Dooley, J. Hartley, S. (2015). *Career Path: Physiotherapy*. Express Publishing.

The recommended Bibliography is:

Budanova, L. G., Zhurkina, S. V. & Kolyada, I. V. (2021). English proficiency for physiotherapy students. National University of Pharmacy.

Glendinning, E. H & Holmstrom. B.A.S. (2005). Cambridge Professional English for Medicine: A course in communication skills. Cambridge University Press.

González, I., Marrero, S. y Vera, M. J. (2015). English for Physiotherapy: A coursebook for Spanish students. Universidad de Las Palmas de Gran Canaria.

Goodman, C.C. & Snyder T.E.K. (2013). Differential diagnosis for physical therapists: Screening for referral. ELSEVIER SAUNDERS.

Graham, S. (2019). English for Physiotherapy. BRADU Editorial.

McCarthy, M. & O'Dell, F. (2002). English vocabulary in use: Vocabulary reference and practice (3rd). Cambridge University Press.

Wallwork, A. (2010). English for presentation at international conferences. London: Springer New York Dordrecht Heidelberg.

Wallwork, A. (2011). English for writing research paper. London: Springer New York Dordrecht Heidelberg.

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 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 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 European University 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.