

1. BASIC INFORMATION

Course	English
Degree program	Grado en Administración y Dirección de Empresas
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	2025 – 2026
Coordinating professor	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 business and administration 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 4 – 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 5 – Interpersonal understanding: The students shall be able to develop active listening ability to reach agreement with and understanding of peers' point of views using an assertive communication style.

Specific competencies:

SC 7 – Use and interpret the necessary technical and computer tools for the effective and efficient administration of a company and promote innovation activities.

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.

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.

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:

Learning activity	Number of hours
Guided learning (tutorials, learning follow-up) (campus-based mode)	25h.
Self-learning (campus-based mode)	50h.
Group work	50h.
Master classes	5h.
Specific English, projects, oral presentations	20h.

7. ASSESSMENT

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

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. Regular examination period

If at least one assessment test is taken, the student can no longer be recorded as "did not sit" in that examination session but will instead be graded with the corresponding mark.

For students enrolled in face-to-face instruction, it is mandatory to justify attendance to at least 50% of classes. This is considered a necessary part of the evaluation process and ensures the student's right to receive guidance, support, and academic monitoring from the professor. Attendance via Hyflex sessions will not be counted as attendance for that session. Failure to prove at least 50% attendance through the means established by the university will entitle the professor to assign a failing grade for the regular assessment period.

To pass the course during the regular assessment period, you must achieve a final grade (weighted average) equal to or greater than 5.0 out of 10.0. The criteria for calculating the weighted average will be specified in the complete learning guide available on the virtual campus. In order to calculate the average, it is essential to score at least a 5 in each of the evaluation system's categories.

If these criteria are not met, but the weighted average of all activities is greater than 4, a final grade of 4 will be recorded.

7.2. Extraordinary examination period

If at least one assessment test is taken, the student can no longer be recorded as "did not sit" in that examination session but will instead be graded with the corresponding mark.

To pass the course in the extraordinary examination session, you must obtain a final grade (weighted average) equal to or greater than 5.0 out of 10.0.

In any case, it is necessary to obtain a grade equal to or greater than 5.0 in the knowledge tests section for it to be averaged with the rest of the activities. The criteria for calculating the weighted average will be specified in the complete learning guide available on the virtual campus.

If these criteria are not met, but the weighted average of all activities is greater than 4, a final grade of 4 will be recorded.

To pass the course in the extraordinary session, all activities not completed or not passed in the regular session must be completed or submitted, unless the professor requests an additional specific assignment on the subject.

8. SCHEDULE

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

Assessable activities	Deadline
Activity 1: Practical exercise (groups)	From 9 th to 13 th March
Activity 2: Mid-term exam	From 16 th to 20 th March
Activity 3: Assignments and reports (individual)	From 20 th to 24 th April
Activity 4: Final exam	From 4 th to 8 th May
Activity 5: Project/Oral presentation (groups)	From 11 th to 15 th May

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:

- Alison Smith. (2018). Flash on English for Marketing & Advertising.
- Robinson, Nick. (2010). Cambridge English for Marketing. Cambridge University Press.
- Guy Brook-Hart. (2013). Cambridge Business Benchmark (Upper-Intermediate).
- Kate Baad, Christopher Hollway, Jim Scrivener & Rebecca Tuner: Business Result (Advanced).

The recommended Bibliography is:

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

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.