

1. BASIC INFORMATION

Course	Idioma
Degree program	Business and Administration. Global Bachelor
School	SOCIAL SCIENCE
Year	2
ECTS	6
Credit type	OBLIGATORY
Language(s)	ENGLISH
Delivery mode	ON-CAMPUS MODE
Semester	2
Academic year	2022/2023
Coordinating professor	Begoña Barrado begona.barrado@universidadeuropea.es
Professor	Begoña Barrado begona.barrado@universidadeuropea.es Clara Gómez Cortell clara.gomez@universidadeuropea.es Emmanuel Giulietti emmanuel.giulietti@universidadeuropea.es Vanessa Perez vanessa.perez@universidadeuropea.es

2. PRESENTATION

This subject aims for the student to think, to create, to innovate, to imagine understanding the starting up a successful new company or business with the idea of using innovation at the core of its Business Model and how businesses work, all working in English. From the perspective of the Common European Framework of Reference for Languages, and the descriptors of the level of independent user (B2), the sessions will be organized around improving the student's reading and writing skills and oral comprehension and expression. As a subject focused on English for Business, the Sustainable Development Goals of The United Nations 2030 Agenda for Sustainable Development related to this area constitute part of the course.

3. COMPETENCIES AND LEARNING OUTCOMES

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

Core competencies:

- CB1 – That the students can demonstrate that they possess and understand knowledge about the area of study that derives from a general base of Secondary School Education and that usually has a level that requires reading of advanced texts and previous knowledge of the subject.
- CB4 – That students can transmit information, ideas, problems and solutions to both a specialist and non-specialist audience.
- CB5 – That students have developed the necessary learning abilities to undertake posterior studies with a high degree of autonomy.

Cross-curricular competencies:

- CT1: Independent Learning: Ability to choose strategies, tools and the moments that are considered to be most effective, to learn and put into practice independently what they have learnt.
- CT2: Autonomous learning: Skills of research, analysis, evaluation and information management, as well as learning how to learn and put into practice what has been learnt in an independent manner.
- CT5: Capacity to apply knowledge gained in practice, in order to use that knowledge gained in the academic field in situations that are the nearest possible to real ones found in the area of study they are following a program in.
- CT6: Oral and written communication: capacity to transmit and receive data, ideas, opinions and attitudes to achieve understanding of them and action on them. Oral communication being through words and gestures and written including graphic support.
- CT17: Teamwork: Capacity to integrate and collaborate actively with other people, areas and organizations to achieve common objectives.

Specific competencies:

- CE11. Capacity to analyse, integrate and evaluate information proceeding from a socio-cultural source in order to take decisions.
- CE14. Capacity to communicate and negotiate effectively and professionally in business administration.
- CE15. Capacity to apply creative thinking in the making of marketing proposals, especially in the production of advertising material, in both a sustainable and responsible manner.

Learning outcomes:

- RA1: Acquire the vocabulary related to general interest topics or current affairs specific to the area of study.

- RA2: Acquire comprehension techniques of written texts and reports in English of general interest topics, e.g. articles, manuals, description of processes, publications.
- RA3: Acquire skills in the presentation and debating of diverse topics related to the area of study.
- RA4: Acquire skills in the writing of reports and texts on diverse topics related to the area of study.
- RA5: Acquire oral presentation skills using visual support in English.

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

Competencies	Learning outcomes
CB1; CT2; CT6;	RA1
CB1; CT2; CT6;	RA2
CT2; CT5; CT6; CT17; CE11	RA3
CB1; CT1; CT5; CT16	RA4
CB4; CB5; CT1; CT2; CT5; CT6; CE11; CE15	RA5

4. CONTENT

UNIT 1: PEOPLE, BUSINESS AND LEADERSHIP

Diverse texts on leadership/audiovisual content/Language in use: connectors I/present and past verb tenses/Roleplay. Writing work on being a good manager.

UNIT 2: BUSINESS ANALYSIS

Diverse texts (SWOT analysis/VUCA model)/audiovisual content – Nike Case Study/Language in use: Future predictions.

UNIT 3 NEGOTIATION AND FORESIGHT

Diverse texts on negotiation and foresight/audiovisual content (Ted Talks / Chris Voss /Nick Coburn-Palo)/Language Use: Conditionals. Writing work based on audiovisual Chris Voss.

UNIT 4: MANAGEMENT AND RECRUITMENT

Diverse texts (Roles/Strategy/Recruitment/Ambidextrous organisations)/Audiovisual content (Steve Jobs)/Language in use: Use of connectors II. Writing work – applying for a position.

UNIT 5: STRATEGY, CHANGE AND CORPORATE RESPONSIBILITY

Diverse texts (Strategic plans/Marketing Plans)/Audiovisual content (Bob Iger)/Roleplay/Language in use:
Passive voice

Note: The course structure could suffer some modifications depending on student progress. Students will be informed of any changes made beforehand.

5. TEACHING-LEARNING METHODOLOGIES

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

- Masterclasses/Faculty-led activities
- Learning through Case Studies
- Learning through problem solving
- Learning through debate
- Collaborative 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
Autonomous work	50
Oral presentations	5
Analysis and solving of case studies and problems	30
Completion of submissions / projects	20
Group activities	20
Tutorials	25
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:

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

Continuous assessment:

Assessment system	Weight
Knowledge tests: -Written Test x 1 (30%) -Oral Test x 1 (20%)	50%
Oral Presentations: -Oral presentation x1	20%
Assignments/Projects: Guided projects in the classroom (5%) Writing work x 2 (20%) Glossary x 1 (5%)	30%
Total	100%

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).

REGARDING ATTENDANCE, **THIS SUBJECT IS 100% PRACTICAL SO THE ATTENDANCE IS 100% 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.

Very important information for the evaluation:

In order to pass the subject, 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 (non-show).
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 (30%).
- To obtain a grade of at 5 (out of 10) in the oral test (20%).

7.2. Second exam period

Assessment system	Weight
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Knowledge tests: -Written Test x 1 (30%) -Oral Test x 1 (20%)	50%
Oral Presentations: -Oral presentation x1	20%
Assignments/Projects: Writing work x 2 (20%) Glossary x 1 (10%)	30%
Total	100%

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average) and the same requirements will be applied as in the first exam period.

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
Knowledge tests	Week 14 – Oral test Week 15 – Written test
Oral presentation (20%)	Week 8
Assignments / Projects: -Writings (x2) 20% -Guided projects in the classroom 5% + 1 Glossary 5%	Week 3 - writing 1 10% Week 9 - writing 2 10% Week 7 - Glossary

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. BIBLIOGRAFÍA

The teacher will provide notes and other material to the students.

The recommended Bibliography is:

- Barlow, J. (2005). *Gestión del estrés*. Barcelona: Gestión 2000.
- Bayón Mariné, F. (2002). *Organizaciones y Recursos Humanos*. Madrid: Síntesis.
- Canto Ortiz, JM. (2000). *Dinámica de grupos. Aspectos técnicos, ámbitos de intervención y fundamentos teóricos*. Málaga: Aljibe.

- Cibanal JL. (2003). *Técnicas de Comunicación y Relación de Ayuda en Ciencias de la Salud*. Madrid: Elsevier.
- Coelho, P. (2012). *El alquimista*. Barcelona: Planeta.
- Covey, S. (1999). *Los 7 hábitos de la gente altamente efectiva*. Paidós Empresa.
- Darwin, C. (1946). *La expresión y las emociones en el hombre y en los animales*. Madrid: Alianza Editorial.
- Davis, F. (1997). *La comunicación no verbal*. Madrid: Alianza Editorial.
- Dolan, S. L. M., Dolan, I. S. L., & Martín, I. (2000). *Los 10 mandamientos para la dirección de personas*. Barcelona: Gestión 2000.
- Fernández Balmón, M. (2015). *Comunicación efectiva y trabajo en equipo*. España: S.A. Ediciones Paraninfo.
- Fisher, R., Ury, W. & Patton, B. (1998). *Obtenga el sí. El arte de negociar sin ceder*. Barcelona: Gestión 2000.
- Gil, F & Alcocer, CM (2004). *Introducción a la psicología de los grupos*. Madrid: Psicología Pirámide.
- Goleman, D. (1995). *Inteligencia emocional*. Barcelona: Kairós.
- Johnson, S., & Indriago, H. (2000). *¿Quién se ha llevado mi queso? (Vol. 35)*. Barcelona: Urano.
- Muñoz, M. & Bermejo, M. (2015). *Entrenamientos En Inoculación De Estrés*. Madrid: Síntesis.
- Sartain, L. & Finney M. (2005). *Recursos Humanos desde el corazón: cómo construir grandes empresas a la medida de las personas*. Bilbao: Deusto.
- Trechera, JL. (2003). *Trabajar en equipo: talento y talante: técnicas de dinámica de grupos*. Bilbao: Desclée de Brouwer, D.L.

10. DIVERSITY MANAGEMENT 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.

WORK PLAN FOR THE COURSE

University education requires planning and consistency from the first week. It can be a very positive experience to exchange views and opinions with other lecturers and students as this can help to develop basic competences like flexibility, negotiation, teamwork and of course critical thinking.

To help you with this we propose a general study method based on the following points:

- Follow a constant and systematic study routine.
- Go to class and access the subject through the Virtual Campus continuously to update yourself on the subject.
- Read all messages sent by classmates and lecturers.

It is considered particularly interesting and of academic value participation in Virtual and Classroom activities. The way to participate is quite varied: asking questions, giving opinions, doing classroom activities, groupwork, helping other students, etc. This way of working requires effort but allows students to achieve better results in developing competencies.

Week	Course content plan
1 31 – 4 Feb	Module 0/1 – Course /Student Guide presentation/ice breakers Start Module 1 – Business and Leadership
2 7 – 11 Feb	Module 1 – Business and Leadership
3 14 – 18 Feb	Module 1 – Language review 1 + Writing 1: Based on Simon Sinek audiovisual
4 21 – 25 Feb	Module 2 – Business Analysis
5 28 – 4 Mar	Module 2 – Language review 2
6 7 – 11 Mar	Module 3 – Negotiation and Foresight
7 14/15 Mar	Module 3 – Language review 3
8 21 – 25 Mar	Evaluation: Oral presentation (week subject to modification depending on student progress)

9 28 – 1 Apr	Module 4 – Management and Recruitment + Writing 2: Applying for a Job
10 4 – 8 Apr	Module 4 – Language review 4
11 11/12/13 Apr	Module 5 – Strategy, Change and Corporate Social Responsibility
12 26/27/28/29 Apr	Module 5 – Language review 5 - Business Glossary
13 2 – 6 May	Revision and consolidation of course
14 9 – 13 May	Evaluation – oral test
15 16 – 20 May	Oral test

HOW TO COMMUNICATE WITH YOUR PROFESSOR

Whenever you have a question about the content or activities, don't forget to post it to your course forum so that your classmates can read it.

You might not be the only one with the same question!

If you have a question that you only want to ask your professor, you can send him/her a private message from the Campus Virtual. And if you need to discuss something in more detail, you can arrange an advisory session with your professor.

It's a good idea to check the course forum on a regular basis and read the messages posted by your classmates and professors, as this can be another way to learn.

SCHEDULE ACTIVITIES

This table shows the delivery deadline for each assessable activity in the course, as well as the delivery dates:

Week	Contents	Learning activities /Assessables	Weight of evaluable activity
3	The Golden Circle	Writing 1	10%
8	Oral Presentations	Oral Presentations	20%
9	Applying for a job	Writing 2	10%
12	Business Vocabulary	Business Glossary	5%

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.

DESCRIPTION FOR ASSESSMENT ACTIVITIES

To develop the competencies and achieve the indicated learning outcomes, you must perform the activities listed in the table below:

ACTIVITY: Written test

What is the written test?

It consists of a written test of Business English at a B2 level, which aims to see if the student can demonstrate the instrumental use of the language and communication material given on the course.

What do we have to do?

Each student should consistently attend classes and complete the class preparation work each session to prepare for this test.

Deliverable: the test paper will be submitted by the student.

Type of activity. Individual

Weight: 30% (important: students should reach at least a 5 in this part of the evaluation to be able to pass the course).

Type of evaluation: correction of exercises using a key/teacher correction.

How is it evaluated: using a correction key.

ACTIVITY: Oral production test

What is the oral production test?

It consists of a test of knowledge of oral production individually at level B2. Each student will be assessed individually according to their contribution.

What do we have to do?

Each student should prepare the topics proposed by the teacher based on work done in the classroom. They should speak at a B2 level of 1 or 2 of the topics chosen at random in a test of about 6 minutes.

Deliverable: no documents are deliverable for this activity.

Type of activity: individual

Weight: 20% (important: students should reach at least a 5 in this part of the evaluation to be able to pass the course)

Type of evaluation: Through observation by the teacher in the test and the use of a rubric

How is it evaluated?

This activity is graded using a spoken production rubric available in the course guide.

Activity: Oral presentation

What is the oral presentation?

This is an activity designed for the student to show evidence of the consolidation of their oral English level through the presentation of a topic related to the course. One of the Sustainable Development Goals number 5 (Gender Equality), number 7 (Renewable Energy), number 8 (Good Jobs and Economic Growth), number 9 (Innovation and Infrastructure), number 12 (Responsible Consumption) or number 13 (Climate Action) of The United Nations 2030 Agenda for Sustainable Development will be included in this activity.

What do we have to do?

The students should make a dynamic presentation in English (x1) on a topic set by the tutor, together with visual aid support.

Deliverable: Upload visual aid to campus virtual by deadline set. Make the presentation on the given date.

Type of activity: groups of two or three students

Weight: 20%

Type of evaluation: observation by tutor following rubric.

How is it evaluated?

Following the oral presentation rubric given in the course guide.

ACTIVITY: Assignments/Projects

What is this part of the evaluation?

This section of the evaluation is divided into 2 parts:

Part 1: Assignments: writing work

What is writing work?

These are 2 evaluated pieces of writing that the tutor assigns. They are usually based on a activity carried out in class but can be based on any other activity the tutor deems necessary to write about.

What do we have to do?

The students should complete the activity set by writing in an appropriate style with the relevant content.

Deliverable: document send in a Word format via campus virtual.

Type of activity: individual

Weight: 20%

Type of evaluation: Writing tasks follow a rubric given in the course guide.

How is it evaluated?

Following the given rubric.

Part 2: Projects: guided work carried out in the classroom

What is this activity?

These are activities that are carried out in the classroom throughout the course. They can have varied forms: debates, analysis of case studies/business texts, class projects, research... They may be individual or in groups.

What do we have to do?

The students should complete the activity following the instructions given by the tutor and, either working alone or in a small group, present the resultant work/oral exposition.

Deliverable: 1 Glossary which should be uploaded to campus virtual.

Type of activity: individual/grupal

Weight: 10% (5% continuous assessment + 5% Glossary)

Type of evaluation: Deliverable task follows a rubric given in the course guide for writing work. Continuous assessment follows the active participation rubric given in the course guide through observation by tutor of work carried out. The student will be given an overall mark for his/her interventions during the course.

How is it evaluated?

Following the given rubrics.

RUBRICS FOR ASSESSMENT ACTIVITIES

A. Oral exam evaluation rubric

	Poor	Fair	Good	Very Good	Excellent
Communication	1	2	3	4	5
Grammar	1	2	3	4	5
Vocabulary	1	2	3	4	5
Fluency	1	2	3	4	5

Total: _____ out of 20

Communication: ability to comprehend, interact, and make yourself understood; volume; pronunciation

Grammar: accurate use of grammar structures

Vocabulary: correct and effective use of vocabulary

Fluency: speed, flow, naturalness, and comfort with words

B. Written work evaluation rubric

	Poor 1	Fair 2	Good 3	Very Good 4	Excellent 5
Content (did you do what you were asked for?)					
Communication Achievement (adequate register?)					
Organization (paragraphs, punctuation, capitalization, etc.)					
Writing conventions (syntax, spelling, grammar, etc.)					
Vocabulary (did you use the relevant vocabulary given on the course?)					
Total marks:					/25

C. Guided work in the classroom rubric

-There are six levels of class participation, each with the mark given:

- **ABSENT:** Mark: 0
- **NON-PARTICIPANT:** Physical presence but no sign of learning effort. Says little or nothing in class. Mark: 2-3
- **UNSATISFACTORY CONTRIBUTOR:** Inadequate preparation. Mark: 3–4
- **ADEQUATE CONTRIBUTOR:** Satisfactory preparation. Does not offer to contribute to discussion but contributes to a moderate degree when called on. Sporadic involvement. Mark: 5-6
- **GOOD CONTRIBUTOR:** Thorough preparation. Contributes well in an ongoing way. Responds to other student's points, thinks through own points, questions others in a constructive way. Consistent ongoing involvement. Mark: 7-8
- **OUTSTANDING CONTRIBUTOR:** Exceptional preparation. Contributes in a very significant way to ongoing discussion. Very active involvement. Mark: 9-10

D. Oral presentation evaluation rubric

	EXEMPLARY	AVERAGE	NEEDS WORK
Command of subject (3 points) Group mark	In the presentation the student demonstrates total command of the subject or theme presented. (3 points)	In the presentation the student demonstrates an acceptable command of the subject or theme presented. (1,5 points)	In the presentation the student demonstrates very little command of the subject or theme presented. (0 points)
Organisation of the information (3 points) Group mark	The information is presented in a coherent way, following a logical structure and centres the larger part of the time on the most relevant aspects of the discourse. (3 points)	The information is mainly presented in a coherent way, but on occasions a logical structure is not followed and part of the time is spent on aspects which have little relevance to the discourse. (1,5 points)	The information is not presented in a coherent way, as it does not follow a logical structure and the larger part of the time is focused on aspects that have little or no relevance to the discourse. (0 points)
Use of Language (Vocabulary, grammar, adequate level etc.) (2 points) Individual mark	Always uses appropriate and correct vocabulary and grammatical structures. (2 points)	Mainly uses appropriate and correct vocabulary and grammatical structures. (1 point)	Does not use appropriate vocabulary or correct grammar structures. (0 points)

Posture, voice projection, clarity of diction, correct pronunciation etc. (1 point) Individual mark	Posture, clarity of diction and correct pronunciation at all times lead to a convincing and professional presentation. (1 point)	The presentation is given in a mainly convincing and professional way, although sometimes there is a lack of clarity of diction and correct pronunciation. (0,5 point)	The presentation is not given in a convincing and professional way and there is an evident lack of clarity of diction and correct pronunciation throughout. (0 point)
Use of visual aids (1 point) Group mark	The presentation is well supported by the visual aids available. (1 point)	The presentation is mainly supported by the visual aids available, but they could have been used to more advantage. (0,5 points)	The presentation is not supported by the visual aids available. (0 points)

Specific norms for submitting documents:

How to name the documents: all documents must be saved at least with the student's SURNAME in the file's name.

"Surname1_Name_Course_Activity "

Example: "DuttiM_Idioma Inglés_Assignment1"

Very important: The assignments that do not follow these instructions will be penalized with **2/10 points** in the mark of that submission.

Submission :

- No work or exercise submitted after the established submission deadline will be accepted.
- All submissions will be made through the virtual campus, unless otherwise stated by the tutor.

PLAGIARISM REGULATION

In accordance with the current student disciplinary regulations at Universidad Europea:

- Plagiarism, in full or in part, of intellectual works of any kind, is considered a very serious offense, so the student's work will be marked as a SUSPENSO (failing grade) with a 0/10 mark. In addition, the teacher will follow the established procedure by the university, which may result in failing that exam period, with a final grade of 0/10 on the course. Likewise, it is highly recommended to avoid the use of automatic translators as much as possible for assignments and submissions.
- Very serious offenses relating to plagiarism and the use of fraudulent means to pass assessment tests shall result in exclusion from the exams for the relevant period, as well as the inclusion of the offense and its details in the student's academic record. For more information you can find all information regarding disciplinary regulations at the following link:

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