

Learning Guide

Name of course/module: Language A II

Year: 2018/2019

Code: P705001209

Coordinating professor: Laura Amigot

Degree program: Bachelor's Degree in International Business

School: Social Sciences and Communication

Languages: French, German, Spanish, Italian, Chinese

The mission of Universidad Europea de Madrid is to offer its students a holistic education, helping them become leaders and professionals capable of responding effectively to the needs of today's global world, adding value within their career fields, and contributing to social advancement through their entrepreneurial spirit and ethical integrity. We also strive to create and transfer knowledge through applied research, thus making our own contribution to progress and putting ourselves at the forefront of intellectual, scientific, and technological development.



Contents

1. Basic information on the course/module.....	4
2. Presentation of the course/module	4
3. Competencies and learning outcomes	4
4. Follow-up and assessment	8
4.1. First exam period	10
4.2. Second exam period	10
5. Bibliography.....	10
6. How to communicate with your professor	12
7. Study recommendations	13

1. Basic information on the course/module

ECTS	6 ECTS
Credit type	Degree Requirement
Language(s)	French, German, Spanish, Italian, Chinese
Delivery mode	Campus-based and online
Trimester/Semester	Semester 1/2

2. Presentation of the course/module

Nowadays, a second or third foreign language is essential for anyone who wants to study or work in an international environment. In this course, students will acquire knowledge and skills in phonetics, morphosyntax, semantics and pragmatics in order to develop their ability to communicate in the language. By the end of the academic year, students will have acquired level A2 of the Common European Framework of Reference for Languages (CEFR), enabling them to understand and produce brief and simple texts relating to everyday life, and to provide information in the areas of experience that are of interest to the student both personally and professionally.

3. Competencies and learning outcomes

Core competencies:

- CB1: Students should be able to demonstrate knowledge and understanding in an area of study that has its basis in general secondary education, and that, whilst supported by advanced textbooks, also includes some aspects that entail an acquaintance with the latest developments in their field of study.
- CB2: Students should be able to apply their knowledge to their work or vocation in a professional way, and should possess the competencies usually demonstrated when preparing and defending arguments and resolving problems in their area of study.
- CB4: Students should be able to transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.

Cross-curricular competencies:

- CT2: Self-confidence: The ability to assess our own results, performance and capabilities with the inner conviction that we are capable of meeting the demands posed by a given task or challenge.
- CT6: Oral and written communication skills: The ability to transmit and receive information, ideas, opinions and attitudes for the purposes of comprehension and action, oral communication involving speech and gestures, and written communication writing and/or graphics.
- CT9: Interpersonal skills: The ability to interact positively with other people by verbal and non-verbal means through assertive communication, this being the ability to express or transmits what one wants, thinks or feels without inconveniencing, insulting or upsetting the other person.

Specific competencies:

- CE5: The ability to communicate effectively in two languages, both at a general level and specifically in the professional sphere of international business.

Learning outcomes:

- RA1: Ability to communicate and be understood in another language different from the mother tongue (basic level).
- RA2: Ability to express oneself in different languages in a business environment.

The table below shows the relation between the competencies developed during the course and the envisaged learning outcomes:

Competencies	Learning outcomes
CB1, CB2, CB4	RA1
	RA2
CT1, CT2, CT3, CT6, CT9	RA1
	RA2
CE5	RA1
	RA2

The following table shows how the different types of activities are distributed and the number of hours dedicated to each type:

CAMPUS-BASED MODE:

Type of educational activity	Number of hours
Activity type A Lecture-based classes	60 h
Activity type B Independent learning	40 h
Activity type C Group activities	30 h
Activity type D Formative assessment	10 h
Activity type E Academic advising	10 h
TOTAL	150 h

ONLINE MODE:

Type of educational activity	Number of hours
Activity type A Reading content topics	50h
Activity type B Finding resources and selecting information sources	50h
Activity type C Debates and discussions through seminars or forums on the Campus Virtual	10h
Activity type D Online individual activities	35h
Activity type E Online academic advising	5h
TOTAL	150h

To develop the competencies and achieve the learning outcomes, you will have to complete the activities indicated in the table below:

CAMPUS-BASED MODE:

Learning outcomes	Learning activity	Activity type	Content
	Activity 1 Contextualization and associating the topic with other content acquired in the working language or other languages.		

RA1, RA2	Activity 2 Acquiring the vocabulary, structures and expressions necessary for completing all the coursework by reading or listening to different texts adapted to the specific language level.	Type A Type B Type C Type D Type E	That corresponding to each Teaching Unit*
	Activity 3 Deducing normative-theoretical aspects of the language through communication skills.		
	Activity 4 Putting the knowledge acquired into practice through reading or listening exercises.		
	Activity 5 Putting the knowledge acquired into practice through speaking or writing exercises.		
	Activity 6 Consolidating the knowledge acquired and assessing it by completing different types of tasks or tests that reflect the student's competency in the four skills.		
* For more detailed information, see the annex corresponding to the chosen language.			

ONLINE MODE:

Learning outcomes	Learning activity	Activity type	Content
RA1, RA2	Activity 1 Contextualization and associating the topic with other content acquired in the working language or other languages.	Type A Type B Type C Type D Type E	That corresponding to each Teaching Unit*
	Activity 2 Acquiring the vocabulary, structures and expressions necessary for completing all the coursework by reading or listening to different texts adapted to the specific language level.		
	Activity 3 Deducing normative-theoretical aspects of the language through communication skills.		
	Activity 4 Putting the knowledge acquired into practice through reading or listening exercises.		
	Activity 5 Putting the knowledge acquired into practice through speaking or writing exercises.		

Activity 6
Consolidating the knowledge acquired and assessing it by completing different types of tasks or tests that reflect the student's competency in the four skills.

*** For more detailed information, see the annex corresponding to the chosen language.**

When you access the course on the *Campus Virtual*, you will find a description of the activities you have to complete, as well as the procedure and the deadline for each one.

4. Follow-up and assessment

The following table shows the assessable activities, their respective assessment criteria, and the weight each activity carries towards the final course grade.

CAMPUS-BASED MODE:

Assessable activity	Assessment criteria	Weight (%)
Minimum obligatory attendance of 75%	Indispensable requirement.	
80% of activities completed	Indispensable requirement.	
Knowledge assessments	Applies the morphosyntactic rules learned and acquired previously.	40%
Case study and problem solving	Prepares and plans appropriately to solve the problems posed. Reproduces appropriately the vocabulary learned. Follows the morphosyntactic rules learned and acquired previously. Expresses opinions and ideas appropriately.	15%
Reports and written compositions	Prepares and plans appropriately to solve the problems posed. Reproduces appropriately the vocabulary learned. Follows the morphosyntactic rules learned and acquired previously. Writes opinions and ideas appropriately.	20%

	Has good spelling.	
Performance observation	Prepares and plans appropriately to solve the problems posed. Demonstrates great autonomy. Shows interest and motivation.	10%
Oral presentations	Reproduces appropriately the vocabulary learned. Follows the morphosyntactic rules learned and acquired previously. Expresses opinions and ideas appropriately. Has good pronunciation.	15%

ONLINE MODE:

Assessable activity	Assessment criteria	Weight (%)
100% of activities completed	Indispensable requirement.	
Knowledge assessments	Applies the morphosyntactic rules learned and acquired previously.	60%
Case study and problem solving	Prepares and plans appropriately to solve the problems posed. Reproduces appropriately the vocabulary learned. Follows the morphosyntactic rules learned and acquired previously. Expresses opinions and ideas appropriately.	10%
Reports and written compositions	Prepares and plans appropriately to solve the problems posed. Reproduces appropriately the vocabulary learned. Follows the morphosyntactic rules learned and acquired previously. Writes opinions and ideas appropriately.	20%

	Has good spelling.	
Performance observation	Prepares and plans appropriately to solve the problems posed. Demonstrates great autonomy. Shows interest and motivation.	10%

When you access the course on the *Campus Virtual*, you'll find a description of the activities you have to complete, as well as the deadlines and assessment procedures for each one.

4.1. 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). Likewise, you must also have completed 80% of the activities.

In any case, you will need to obtain a grade of at least 4 in both the oral and written part of the final exam to be eligible for an overall final course grade.

4.2. Second exam period

To pass the course in the second 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 least 4 in both the oral and written part of the final exam to be eligible for an overall final course grade.

5. Bibliography

GERMAN

Required reading

- Habersack, C.; Pude, A. y Specht, F. (2013): *Menschen A2 – Deutsch als Fremdsprache* Kursbuch. Ismaning: Hueber. ISBN 978-3-19-101902-0.
- Felip Sardà, I. et al. (2014): *Menschen A2 - Deutsch als Fremdsprache Glossar XXL* Deutsch-Spanisch. Ismaning: Hueber: 978-3-19-191902-3.

- Breitsameter, A.; Glas-Peters, S., Pude y A. (2013): Menschen A2 – Deutsch als Fremdsprache Arbeitsbuch. Ismaning: Hueber. ISBN 978-3-19-111902-7.

Recommended reading

- Castell, Andreu: Gramática de la lengua alemana: explicaciones y ejemplos. Heinemann, 2008.
- Dreyer, Hilke, Schmitt, Richard: Lehr- und Übungsbuch der deutschen Grammatik. Hueber Verlag, 2007.
- Fandrych, Christian; Tallowitz, Ulrike: Klipp und Klar. Gramática práctica de alemán. Difusión Centro de Investigación y Publicaciones de Idiomas, 2012.
- Reimann, Monika: Gramática esencial del alemán. Hueber, 2011.
- Rusch, Paul; Schmitz, Helen: Einfach Grammatik. Übungsgrammatik Deutsch A1 bis B1. Langenscheidt, 2007.
- Weermann, Eva Maria: Im Griff Wortschatz-Übungen DEUTSCH. Die Wichtigsten Vokabeln einfach üben. Pons, 2005.
- Werner, Grazyna: Langenscheidts Grammatiktraining. Deutsch. Langenscheidt, 2001.

FRENCH

Required reading

- Grégoire, M. y Thievenaz, O. (2013): Grammaire Progressive du Français – « Niveau Intermédiaire ». CLE International.
- VV.AA. (2016): Édito. Livre de l'élève A2. Didier Fle.
- VV.AA. (2016): Édito. Cahier d'activité A2. Didier Fle.

Recommended reading

- Miquel, C. (2007): Grammaire en dialogues- « Niveau Intermédiaire ». Cle international.
- Sirejols, E. (2008): Vocabulaire en dialogues – « Niveau Intermédiaire ». Cle international.

- VV.AA. (2016): La France des années 60 en chanson: Jacques brel, Gainsbourg. Édition Maison des Langues.
- VV.AA. (2013): La France des années 40 en chanson: Edith Piaf, Charles Trenet. Édition Maison des Langues.
- VV.AA. (2013): La France des années 50 en chanson: Brassens, Boris Vian. Édition Maison des Langues.
- VV.AA. (2000): Mise en pratique Vocabulaire – « Intermédiaire » – Livre de l'élève. Hachette.
- VV. AA. (2015) : Grammaire du français, A1-B1. FOCUS. Hachette.
- VV.AA. (2014) : Grand dictionnaire Français-Espagnol. Larousse.
- VV.AA. (2012) : Bescherelle- La conjugaison pour tous. Hatier.

SPANISH

Required reading

- Corpas J., Garmendia A., Soriano C. (2016): Aula 2 Curso de Español Nueva Edición. Barcelona. Difusión.

Recommended reading

- Baralo, M., Genís, M., & Santana, M. (2014): Vocabulario (2nd ed.). Madrid: Anaya.
- Aragonés, L., & Palencia, R. (2010): Gramática de uso del Español. Madrid: Ediciones SM.

6. How to communicate with your professor

Whenever you have a question about the content or activities, you should post it on 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.

7. Study recommendations

When you study at university, you need to plan and be consistent from the first week. It's very useful to exchange experiences and opinions with professors and other students, as this will help you develop core competencies such as flexibility, negotiating skills, teamwork, and, of course, critical thinking.

To help you, we recommend using a general method of study based on the following points:

- Study systematically and at a steady pace.
- Attend class and regularly check the course forum on the *Campus Virtual* so that you keep up to date with what's happening.
- Participate actively in the course by sharing your opinions, doubts and experiences relating to the topics covered and/or suggesting new topics of interest for discussion.
- Read the messages posted by your classmates and/or professors.

Active participation in physical and virtual classroom activities is of special interest and academic value. You can participate in many different ways: asking questions, giving your opinion, doing all the activities your professor suggests, taking part in collaborative activities, helping your classmates, etc. This way of working requires effort, but it will help you get better results as you develop your competencies.