# Learning Guide

## Name of course/module:  Language A III

Year: 2018/2019
Code: P705001309
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

| ECTS | 6 ECTS |
|------|--------|
| Credit type | Degree Requirement |
| Language(s) | French, German, Spanish, Italian, Chinese |
| Modalidad | 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 develop and expand their knowledge and skills in phonetics, morphosyntax, semantics and pragmatics in order to optimize their ability to communicate in the language.

By the end of the academic year, students will have acquired level B1 of the Common European Framework of Reference for Languages (CEFR), enabling them to understand the basic ideas of a text written in standard language, communicate appropriately in the majority of situations that occur in everyday life, and produce simple and coherent texts (oral and written) on topics of both personal and professional interest.

# 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.

En la tabla inferior se muestra la relación entre las competencias que se desarrollan en la asignatura y los resultados de aprendizaje que se persiguen:

| 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<br>Lecture-based classes | 60 h |
| Activity type B<br>Independent learning | 40 h |
| Activity type C<br>Group activities | 30 h |
| Activity type D<br>Formative assessment | 10 h |
| Activity type E<br>Academic advising | 10 h |
| **TOTAL** | **150 h** |

**ONLINE MODE:**

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

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 |
|---|---|---|---|
| RA1, RA2 | **Activity 1**<br>Contextualization and associating the topic with other content acquired in the working language or other languages.<br><br>**Activity 2**<br>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.<br><br>**Activity 3**<br>Deducing normative-theoretical aspects of the language through communication skills.<br><br>**Activity 4**<br>Putting the knowledge acquired into practice through reading or listening exercises.<br><br>**Activity 5**<br>Putting the knowledge acquired into practice through speaking or writing exercises.<br><br>**Activity 6**<br>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. | Type A<br>Type B<br>Type C<br>Type D<br>Type E | That corresponding to each Teaching Unit* |

**\* 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**<br>Contextualization and associating the topic with other content acquired in the working language or other languages.<br><br>**Activity 2**<br>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.<br><br>**Activity 3**<br>Deducing normative-theoretical aspects of the language through communication skills.<br><br>**Activity 4**<br>Putting the knowledge acquired into practice through reading or listening exercises. | Type A<br>Type B<br>Type C<br>Type D<br>Type E | That corresponding to each Teaching Unit* |

| | | |
|---|---|---|
| Activity 5<br>Putting the knowledge acquired into practice through speaking or writing exercises. | | 8 |
| Activity 6<br>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.<br><br>Reproduces appropriately the vocabulary learned.<br><br>Follows the morphosyntactic rules learned and acquired previously.<br><br>Expresses opinions and ideas appropriately. | 15% |
| Reports and written compositions | Prepares and plans appropriately to solve the problems posed.<br><br>Reproduces appropriately the vocabulary learned.<br><br>Follows the morphosyntactic rules | 20% |

| | | |
|---|---|---|
| | learned and acquired previously.<br><br>Writes opinions and ideas appropriately.<br><br>Has good spelling. | 9 |
| Performance observation | Prepares and plans appropriately to solve the problems posed.<br><br>Demonstrates great autonomy.<br><br>Shows interest and motivation. | 10% |
| Oral presentations | Reproduces appropriately the vocabulary learned.<br><br>Follows the morphosyntactic rules learned and acquired previously.<br><br>Expresses opinions and ideas appropriately.<br><br>Has good pronunciation. | 15% |

**ONLINE MODE:**

| Assessable activity | Assessment criteria | Weight (%) |
|---|---|---|
| 80% 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.<br><br>Reproduces appropriately the vocabulary learned.<br><br>Follows the morphosyntactic rules learned and acquired previously.<br><br>Expresses opinions and ideas appropriately. | 10% |
| Reports and written compositions | Prepares and plans appropriately to solve the problems posed.<br><br>Reproduces appropriately the vocabulary learned.<br><br>Follows the morphosyntactic rules | 20% |

| | | |
|---|---|---|
| | learned and acquired previously.<br><br>Writes opinions and ideas appropriately.<br><br>Has good spelling. | 10 |
| Performance observation | Prepares and plans appropriately to solve the problems posed.<br><br>Demonstrates great autonomy.<br><br>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).

# 5. Bibliography

## GERMAN

**Required reading**

- Braun-Podeschwa, J.; Habersack, C. y Pude, A. (2014): *Menschen B1.1 – Deutsch als Fremdsprache Kursbuch*. Ismaning: Hueber. ISBN 978-3-19-301903-5.

- Braun-Podeschwa, J.; Habersack, C. y Pude, A. (2014): *Menschen B1.2 – Deutsch als Fremdsprache Kursbuch*. Ismaning: Hueber. ISBN 978-3-19-501903-3.

- Breitsameter, A.; Glas-Peters, S. y Pude, A. (2014): *Menschen B1.1 – Deutsch als Fremdsprache Arbeitsbuch*. Ismaning: Hueber. ISBN 978-3-19-311903-2.

- Breitsameter, A.; Glas-Peters, S. y Pude, A. (2014): *Menschen B1.2 – Deutsch als Fremdsprache Arbeitsbuch*. Ismaning: Hueber. ISBN 978-3-19-511903-0.

**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*. Lagenscheidt, 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 B1. Didier Fle.

- VV.AA. (2016): Édito. Cahier d'activité B1. 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. (2014) : Grand dictionnaire Français-Espagnol. Larousse.

- VV.AA. (2012) : Bescherelle- La conjugaison pour tous. Hatier.

- VV.AA. (2000): Mise en pratique Vocabulaire – « Intermédiaire » – Livre de l'élève. Hachette.

### SPANISH

**Required reading**

- Corpas J.,Garmendia A., Soriano C. (2016). Aula 3 Curso de Español Nueva Edición. Barcelona. Difusión.

- Corpas J.,Garmendia A., Soriano C. (2016). Aula 4 Curso de Español Nueva Edición. Barcelona. Difusión.

**Recommended reading**

- Baralo, M., Genís, M., & Santana, M. (2011). Vocabulario. Madrid: Anaya.

- Moreno, C., Hernandez, C., & Kondo, C. (2012). Gramatica (4th ed.). Madrid: Grupo Anaya.

- Aragones, L., & Palencia, R. (2010). Gramatica de uso del Espanol. 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.

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# 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.