

COURSE SYLLABUS

Information about the subject	
Name	English I
Course code	
Degree	Bachelor's degree in Business Administration
Academic year	1E4
Semester	1
ECTS Credits	6
Type	Core subject
Department	Instituto de Idiomas Modernos (Institute of Modern Languages)
Professors	Christelle Chartier B2.2 / C Joana O'Brien B1 / B2.1
Timetable	Tuesday/Thursday 15.00 – 16.50
Coordinator	Karen Simpson
Course Description	<p>A course designed to enable a student to acquire the competences established by the <i>Common European Framework of Reference for Languages</i> in English depending on a student's level in the following areas:</p> <ul style="list-style-type: none"> • Grammar, morphology and phonetics • Oral and written expression • Listening comprehension • Reading comprehension • Vocabulary related with the fields of knowledge of the degree • Awareness of cultural differences

Teaching staff	
Teacher	
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Teacher	
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COURSE DESCRIPTION

Course context
Contribution to the professional profile of the degree
<p>Today English is an essential tool in any profession, and even more so in the world of business and business administration and management, especially for those students or professionals who wish to study or work in an international context.</p> <p>This course aims to introduce the concepts and language that a student will need to study or work in a global environment. It draws on students' knowledge of General English as a base to introduce Business English so that at the end of the course, a student will be able to use English to communicate both orally and in writing on the topics that have been covered.</p>
Prerequisites
The student must be registered in the degree programme and have taken a level exam in order to be assigned to the group corresponding to his/her level based on the levels of the "Common European Framework of Reference for Languages".

METHODOLOGY

General methodological aspects of the course	
In-class methodology. Activities	Competences
<p>The course is designed to be largely practical and student-centred, in order to encourage students to become autonomous learners and play an active role in their own learning process. This approach is designed to help them develop the communication skills they will need to communicate in English in their professional future.</p> <p>In order for students to practice their oral skills and carry out the group work that will be assigned throughout the course, class attendance is essential. Students will develop their oral skills individually, in pairs or in groups by carrying out different communicative tasks related to the topics being studied in the course manual as well as any supplementary materials that will be handed out during the course or be available in the Moodle virtual learning platform. The course is taught entirely in English and students will be expected to communicate in English at all times.</p> <p>To achieve the course objectives and acquire the competences that have been specified, each course unit will include the following activities:</p> <ul style="list-style-type: none"> - Lectures: the teacher will introduce the topic of the unit; explain course content, as well as linguistic aspects such as grammar or vocabulary. - Group work, project work and seminars: in-class sessions supervised by the teacher in which students will be the focal point, working either individually, in pairs or in groups. The objective will be to practice language production in the classroom. The classes will be centred on the students and their active participation, carrying out projects in pairs or in groups, as well as working on exercises together or individually. These exercises can be oral or written, and can include listening comprehension activities using audiovisual materials, oral information exchanges, class discussions, reading and text analysis. The teacher's role will be to stimulate and monitor the students' learning, helping and correcting them whenever necessary. - Oral presentation of topics or project work: This can include presentations or oral exchanges with the teacher, in small groups or in front 	<p>CGI 17 Communication in a foreign language</p>

<p>of the class, individually or in groups. Evaluation will be based on understanding of the material, organization and structure of the information provided, clarity, and, if it is a group presentation, the active role of each of the group members.</p> <p>- Quizzes and exams: Written or oral quizzes and exams both individual and in groups will be given from time to time during the course as well as a final global exam adjusted to the level of the students and the course content that has been covered.</p>	
<p>Independent study: Activities</p>	<p>Competences</p>
<p>Independent study:</p> <p>Along with the learning activities done in class, homework is essential in order to consolidate both general and specific competences to be acquired.</p> <p>a) Individual written homework. Students will be expected to do the exercises and activities assigned for homework. An essential tool of the learning process is the Moodle virtual learning environment, where students will find interactive exercises that correspond to the exercises in their manuals and be able to correct their work on their own. They will also find useful links, audiovisual materials as well as abundant supplementary materials. In the next class session, students will be given the opportunity to clarify any problems they may have had with the exercises without the need to go over the entire exercise. In some case, work assigned will be picked up and corrected. The objective of these homework assignments is to provide students with further practice and to consolidate the course content, including vocabulary and structures seen in class.</p> <p>b) Individual listening activities- Students will be assigned listening comprehension exercises to be done outside class available in Moodle where they will find the audiovisual materials which will help him improve their listening comprehension skills in English.</p> <p>c) Individual Reading - Reading of texts assigned to develop reading skills.</p> <p>d) Group work- Students will have to prepare oral or written assignments outside class in collaboration with the other members of their group or individually, which will later be presented in class as a group or individually to another group.</p> <p>Students will need to know how to use email to send in writing assignments as attachments. Depending on their level, they will also need to use Moodle to do other types of exercises (grammar, vocabulary, listening and reading comprehension and pronunciation).</p>	

Competences - Objectives	
Instrumental	
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Interpersonal	
Systemic	
Subject-specific competences	
<i>Competences to be acquired according to Level</i>	
<i>Levels are based on the levels established in the Common European Framework of Reference for Languages.</i>	
B1 - Intermediate	The student will be able to:
Oral and reading comprehension	<ul style="list-style-type: none"> • Understand specific spoken information related to work and business-related topics. Identify the overall message as well as specific details as long as the information given is clearly and not excessively complex, and the person's accent is standard. • Understand main ideas of a conference or talk, provided that the listener is familiar with the topic and the presentation is simple, well-structured and clear. • Read simple texts that contain specific information about topics related to student's studies with an adequate degree of comprehension. • Scan texts in order to find specific information and extract information from different parts of the text in order to complete a specific task.
Oral production and interaction	<ul style="list-style-type: none"> • Communicate with a certain degree of confidence on topics related with his/her studies. • Exchange, verify and confirm information. • Describe information in a table, diagram, graph or chart. • Explain the reason for a problem. • Express himself regarding more abstract and cultural topics such as cultural differences in the world of business, etc. • Compare and contrast alternatives. • Prepare and make a brief presentation about a topic that is clear enough to be followed without too many difficulties, in which the main ideas are explained with a reasonable degree of precision.
Writing	<ul style="list-style-type: none"> • Write short texts that transmit information or ideas about specific topics, based on an outline or a model text. • Write letters, emails and messages in which information is requested or given, enquiries are made or explanations are given with a certain degree of correctness. • Write a text describing the information in a diagram, table, chart or graph.
B2 – Upper-intermediate	The student will be able to:
Oral and reading comprehension	<ul style="list-style-type: none"> • Understand conferences, news stories and conversations as well as follow complex arguments as long as he/she is familiar with the topic and a standard level of language is used. • Read and understand articles and reports related with his/her area of study.

Oral production and interaction	<ul style="list-style-type: none"> • Express him/herself with a certain degree of fluency and spontaneity, which makes a normal conversation possible on a wide range of topics. • Participate actively in the classroom, answering questions and explaining and defending a point of view. • Describe information in a diagram, table or chart in a clear and detailed manner. • Present the advantages and disadvantages of various options. • Express him/herself in a register that is appropriate for the task that has been set. • Prepare and give a well-structured oral presentation.
Writing	<ul style="list-style-type: none"> • Write clear and detailed texts about a wide range of topics related to the student's area of study. • Write essays or reports analysing information contained in a diagram, table or graph. • Write letters, emails and messages in which information is requested or given, enquiries are made regarding problems or precise explanations are given. • Recognize and correct writing errors. • Express him/herself using a register that is appropriate for the task assigned.

C1 - Advanced	The student will be able to:
Oral and reading comprehension	<ul style="list-style-type: none"> • Understand extensive and complex discourse even when it is not clearly structured and the ideas are not explicitly indicated. • Easily understand news and programs on current topics as well as topics related to the topics being studied. • Understand long and complex texts, discerning differences in style and register. • Understand articles and texts about specialized topics as well as articles and reports that pertain to the students' area of study.
Oral production and interaction	<ul style="list-style-type: none"> • Participate in class, expressing him/herself fluently and spontaneously with a clear and easy to understand pronunciation. • Use language flexibly and efficiently for social, academic and professional purposes. • Express ideas and opinions accurately and clearly. • Express ideas related to complex topics and in a clear and detailed manner. • Clearly and thoroughly describe information in a diagram, table or graph. • prepare and give a well-structured oral presentation, which is clear and easy to follow and understand committing few errors
Writing	<ul style="list-style-type: none"> • Write clear and detailed texts related to a wide range of topics related to the topics being studied. • Write essays or reports providing detailed information and analysis about the contents of a diagram, table or graph. • Write letters, emails and messages in which information is requested or given, enquiries are made regarding problems or precise explanations are given with a high level of accuracy • Write a text based on notes taken from an oral source. • Identify and correct writing errors. • Express him/herself using the appropriate register for the task assigned.

	<ul style="list-style-type: none"> • Write short clear texts about complex subjects, highlighting the main ideas, expanding on these ideas and defending a point of view with complementary ideas, reasons and adequate examples, finishing with a appropriate conclusion and citing sources when necessary. • Choose the appropriate style and register for the readers the text is intended for
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COURSE TOPICS AND CONTENT

Topics and course content

Although the topics in all the courses are essentially the same for Levels B1, B2 and C1, the complexity of the grammar structures, the exercises and the activities to be assigned will vary depending on the level the student has been placed in.

UNIT	TOPICS	LANGUAGE USE	VOCABULARY
1 Business and Generation Z	Looking ahead – the 10 Biggest Business Trends What is Generation Z? Generation Z and the World of Work Generation Z and Marketing Generation Z vs Millennials The Gig Economy	Common Errors in Business English (1)	Marketing/ Contractual/ Technological Vocabulary
2 Business and Soft Skills	Soft and hard skills Professional Communication Skills Soft Skills and AI The Fourth Industrial Revolution Are Robots going to take our jobs?	Professional Communication	Noun + Noun Business Collocations
3 Business and Entrepreneurship	Entrepreneur quotes Why Schools Should Teach Entrepreneurship An Entrepreneur: Whitney Wolfe Herd An Entrepreneurial Company: Netflix	Summary and Paraphrase Writing Complex Sentences	The vocabulary of entrepreneurship

	The Jeff Bezos Letters Paraphrase Project		
4 Business and the Investment Pitch	Blue Ocean Strategy Dragons' Den Historical Dragons' Den Techniques of Public Speaking The Pitch Deck The Pitch Canvas	Public Speaking Skills Common Errors in Business English (2)	Useful vocabulary for making an investment pitch

ASSESSMENT CRITERIA

Attendance

According to Article 93 of the General Academic Norms of the Universidad Pontificia Comillas, students are required to attend class. Students who miss more than a third of the class sessions, or a smaller number if so established in the academic norms of the Faculty or School, may not be allowed to take the final exam at the first final exam sitting at the end of the academic year.

Assessed activities	CRITERIA	Weight
Oral activities and written exercises done inside and outside the classroom	<ul style="list-style-type: none"> - Prior preparation of any materials needed to carry out the work to be done in class. - Class and homework assignments. - Use of English in the classroom with the teacher and fellow classmates - Quality of the information presented. - Ability to interact with the teacher and classmates at the right moment using an appropriate register. - Grammar, syntax, vocabulary, content and accuracy of work handed in. - Submission of work on time. 	15%
Assessed oral tasks (presentation, oral interview with the teacher, information exchange, debates)	<ul style="list-style-type: none"> - Quality and organization of the information - Accurate use of language, vocabulary and grammar - Pronunciation - Ability to communicate with verbal and non-verbal language. 	10%
Quizzes and tests	<ul style="list-style-type: none"> - Ability to use the correct vocabulary. - Knowledge of the topics covered during the course. - Correct use of language (grammar, syntax, and spelling). 	15%
Writing tasks	<ul style="list-style-type: none"> - Presentation and structure: structure of paragraph or structure (topic sentence, development, cohesive devices and conclusion). - Quality and clarity of information presented. - Correct use of language (grammar, syntax and spelling). - Correct use of vocabulary. 	10%

	<ul style="list-style-type: none">- Use of appropriate register.- Submission of work on time.	
Final exam	<ul style="list-style-type: none">- Mastery of key concepts- Correct language use (grammar, syntax and spelling)- Knowledge of vocabulary- Clarity of written expression- Use of appropriate register- Reading comprehension	50%

Assessment

Continuous assessment and final exam

Fifty percent of the final grade is based on continuous assessment, which reflects the student's performance throughout the course. This continuous assessment mark, as its name clearly indicates, corresponds to the work done throughout the semester and the student will not be able to make up this work on the day of the first sitting of the final exam.

The remaining **50 %** of the final mark will be based on a final written exam in the first sitting. **Therefore, a student must obtain a passing mark on both the continuous assessment and the final exam in order to pass the subject, which will be calculated as follows:**

- the continuous assessment based on the assessed activities done throughout the course (personal work / writing assignments / oral activities / quizzes and tests) with a minimum mark of 5 /10.
- the final written exam with a minimum mark of 5 / 10.

In the event that the student does not pass one of the above, the maximum final mark a student will be able to obtain is a **4.0** and the student will have to retake the exam and/or make up the work s/he has not done during the course at the next exam sitting.

Subsequent exam sittings

At the **second exam sitting**, the student will be examined on the part of the assessed material that s/he has not passed; i.e., the student will have to do a final written exam (which constitutes 50% of the final mark) **and / or** a series of oral or written activities related to work not done during the course to evaluate whether he has acquired the competences established for the subject (which also constitute 50% of the final mark). If the student has passed the continuous assessment, that mark will be saved and averaged in with the final exam mark. **In the event that the student has not passed the continuous assessment part of the course, it will be the student's responsibility to get in touch with the teacher far enough in advance to be able to prepare any oral activity or writing assignment that he may be expected to prepare for the exam or to hand in on the day of the exam.**

At **third and subsequent exam sittings** that take place in the following academic year, the student will be tested on all the material and no mark will be saved from the course or previous exam sittings.

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SUMMARY OF STUDENT'S WORKLOAD			
See "Assessed activities and Assessment Criteria"			
IN CLASS HOURS=60			
Theoretical classes	Practical classes	Supervised activities	Assessment (2-3 quizzes, writing assignments and oral task in class and a final exam)
5	45	8	5
INDEPENDENT STUDY=90			
Independent study of theoretical content	Independent study of practical content	Group or team work	Study
5	60	10	15
ECTS CREDITS:			6

BIBLIOGRAPHY AND RESOURCES

Basic bibliography
Textbooks
English for Business Studies I <i>Available in the University bookstore</i>

Web pages

Interactive exercises

English for Business Studies I. Interactive exercises for self-correction and revision.

(Available in the Moodle learning platform of the subject).

These web pages correspond to the exercises in the book, and are designed so that students can correct their own work. This Web page also includes the listenings and videos, and supplementary links that the student will need to complete class assignments.

Supplementary bibliography

Textbooks

Web pages

There is a list of additional useful links in the Moodle virtual learning platform, including links to monolingual and bilingual general and specialised dictionaries.

Other materials

Monolingual and bilingual dictionaries (General)

- Oxford Advanced Learner's Dictionary /o/ Collins Cobuild English Language Dictionary
 - Diccionario Bilingüe Oxford: Inglés-Español/Español-Inglés
- There is a list of additional useful links to dictionaries in the Moodle virtual learning platform.

Grammar handbooks

- Duckworth, Michael. *Business Grammar & Practice*. Oxford: Oxford University Press, 2003.
- Emmerson, Paul. *Business Grammar Builder. Intermediate to Upper-Intermediate*. Oxford: Macmillan: 2012
- Murphy, Raymond. *English Grammar In Use with Answers and CD ROM: A Self-study Reference and Practice Book for Intermediate Students of English (Grammar in Use)*. New York: Cambridge University Press, 2004.
- Hewings, Martin. *Advanced Grammar in Use With CD ROM (Grammar in Use)*. New York: Cambridge University Press, 2005