



1. Individual course unit basic information

SPECIALITY	YEAR OF STUDY	SEMESTER	TYPE OF COURSE	ECTS CREDITS
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Department: Ciències socials i jurídiques/ Behavioural Science and Law

Language of Instruction: English

Website of the subject:

1.1. Prerequisites:

The students will be required to demonstrate a B1 level, if they cannot produce a valid certificate, an initial test will be taken: Task 1 (grammar & vocabulary); Task 2 (listening); Task 3 (writing) Task 4 (oral production)

1.2. Name of lecturer

Olivier Jouhannel
e_mail: ojouhannel@escoladisseny.com

1.3. Head of the Department

Jaume Enric Rado Roca
e_mail: jaumenric@gmail.com

1.4. Legal reference:

Decret 43/2013, de 6 de setembre, pel qual s'estableix a les Illes Balears el pla d'estudis dels ensenyaments artístics superiors conduents al títol superior de disseny de les especialitats de disseny gràfic, disseny d'interiors, disseny de moda i disseny de producte i se'n regula l'avaluació (BOIB Núm. 125, de 10 de setembre de 2013).

2. Context of the course unit into course catalogue

2.1. Main subject of the course unit:

Non-Compulsory

2.2. Career profile:

In a global world it is clear the importance of knowing different languages, specially the English Language, that is the international language for all kinds of communication.

3. Competences

3.1. Transversal/Professional competencies (CT) (choose and click specific competences for individual course unit)

- CT01 To manage and plan the student's work in an efficient and motivating way.
- CT05 To understand and use, at least, a foreign Language (English) in the student's professional field.
- CT15 To work in an autonomous way, and appreciate the importance of self-initiative and entrepreneur spirit in their careers.

3.2. Generic competences of the degree (CG) (choose and click specific competences for individual course unit)

- CG11 To be able to communicate the student's ideas and projects to clients, and be able to argue in a critical way, and valuate purposes through dialogue.
- CG17 To be able to plan, evaluate and develop learning strategies in order to obtain personal and professional outcomes.
- CG19 To have a critical capacity, and be able to plan researching strategies.
- CG21 To be able to use researching methodology.

3.3. Specific competences of the design-area related (CE)

No specific competences as it is a non-compulsory subject.

4. Learning outcomes of the course unit

Understand common Design terminology.

Understand articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoint

Practice communication and social skills.

Be able to communicate in English using adequate vocabulary and grammatical expressions.

Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.

Be able to take an active part in discussion in familiar contexts.

Be able to present clear, detailed descriptions on a wide range of subjects related to my field of interest. Be able to explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Understand extended speech and lectures and follow even complex lines of argument.

Understanding common English conversation (videos, radio....).

Be able to write clear, detailed text on a wide range of subjects. Be able to write an essay or report, passing on information or giving reasons in support of or against a particular point of view.

5. Course contents *(distributed in learning units)*

Practising the five skills at B2 level: Reading, Writing, Use of English, Listening, and Speaking.

6. Resources

Required reading:

New English File Upper- Intermediate Third edition. OXFORD.

Recommended reading:

Capel, A.; Sharp, W. (2008): Advanced. Cambridge, CUP.

Coe, N.; Solé, M. D. (1995): Cambridge Word Selector Anglès-Català. Cambridge, CUP.

Jones, L. (1997): Progress to Proficiency. Cambridge, CUP.

Hashemi, L.; Homas, B. (2003): Grammar for Advanced Students. Cambridge, CUP.

McGavigan, P.; Reeves, J. (1999): Graded Readings., Longman Pearson Education Limited.

May, P. (2010): First Certificate Trainer. Cambridge, CUP.

Promodou, L. (1999): Grammar and Vocabulary for Proficiency. Harlow, Longman Pearson Education Limited.

Other resources:

European Framework of Reference, http://www.coe.int/t/dg4/linguistic/Source/ManualRevision-proofread-FINAL_en.pdf

Cambridge Dictionary Online: <http://dictionary.cambridge.org/>

EUROPASS project, <http://www.europass.cedefop.europa.eu>

Phrase Bank of The University of Manchester, <http://www.phrasebank.manchester.ac.uk>

<http://www.examenglish.com/CEFR/b2.htm> (tasks for B2 level)

<http://www.mansioningles.com/Ejercicios00.htm> (task for different levels)

<http://www.britishcouncil.org/professionals-exams-fce-speaking-intro.htm> (speaking tasks)

<http://www.flo-joe.co.uk/fce/students/writing/index.htm> (writing tasks tips)

<http://www.britishcouncil.org/professionals-exams-fce-listening-1.htm> (listening tasks)

<http://www.cambridge.org/elt/commonmistakes> (common mistakes)

<http://www.cambridge.org/elt/vocabularyforfce> (vocabulary)

<http://www.ompersonal.com.ar/omlisten/contenidotematico.htm> (listening tasks)

<http://www.esl-lab.com> (listening tasks)

<http://www.usingenglish.com/> (different tasks, different levels)

<http://www.world-english.org> (different tasks, different levels)

<http://www.englishclub.com/learn-english.htm> (different tasks, different levels)

<http://www.flo-joe.co.uk/fce/students/tests/tsindex.htm> (reading tasks)

<http://learnenglish.britishcouncil.org/en/>

<http://www.ted.com> (listening tasks)

7. Planned learning activities and teaching methodology

7.1. General methodological lines

“English Only” policy.

7.2. Proposed activities

The lecturer proposes a practical, active and interactive working methodology, with a participative, open and flexible dynamic learning, that will be adapted to students’ profile, their experiences, their learning styles, their capacities, their development and programmed tasks.

7.3. Facilities and materials required

Text book, on line or paper dictionary, recommended Google translator, Digital Board would be a useful tool. Audio system required.

7.4. Cross-cultural activities

This is a non-compulsory subject, so there are no specific competences of the design-area related.

7.5. Additional activities

Language exchange with the Erasmus students.

8. Assessment methods and criteria

(The improvement will be assessed based on the increasing domain of the five skills, taking as a reference Level B2 of the European Frame of Reference, specifically applied to the field of Design)

8.1. General assessment criteria (if necessary):

Due to the diversity of subjects and specialties, the Department has not agreed any general evaluation criteria.

8.2. Assessment criteria:

- The student attends regularly to all class activities, tuition hours, seminars, and other programmed activities.
- The student participates regularly in all class activities, tuition hours, seminars, and other programmed activities.
- The student participates in class activities in a critical way, exposing his/her point of view.
- The student shows interest in the subject.
- The student knows and understands the main concepts of the subject.
- The student shows and uses in a correct way the main concepts of the subject in the programmed tasks.
- The student knows and uses in a correct way the specific terminology of the subject.
- The student shows a capacity of synthesis and a critical attitude in the programmed tasks.
- The student plans conveniently his/her time according to the programmed tasks.
- The student shows capacity to express concepts or reflections in a proper way.
- The student fulfils the proposed working methodology (guidelines, deadlines, etc.)
- The student hands in all tasks in a proper way.
- The student solves all tasks in a proper way.

There are three assessment periods in an academic year:

a) *The continuous assessment period that develops during every academic semester/year represents at least 50% of final marks. A 80 % minimum attendance is required to assess the student. To take into account the continuous assessment, a minimum of 4 is required for each activities to pass the subject and a minimum of 5 for the final exam.*

b) *The complementary and/or final assessment period, that takes place at the end of every academic semester/year, is for recovering any tasks which have not been passed or those not been handed in, as well as to take final exams.*

c) The extra assessment period, that takes place at the end of every academic year, is for the recovering of the final assessment and, if necessary, for the recovering of tasks of the continuous assessment.

Students have to do, and hand in the established deadlines, and fulfil EVERY programmed task. If students do not pass the subject during the term (continuous assessment, complementary assessment and/or final assessment), automatically the methods and criteria for extra assessment will be applied (or recovering of tasks of the continuous assessment decided by the lecturer).

8.3. Assessment methods:

		ASSESSMENT						
		No.	continuous assessment	complementary assessment	No.	final assessment February / June	No.	extra assessment September
<input checked="" type="checkbox"/>	Classroom observation techniques* Attendance, attitude...	5	10 %					
<input checked="" type="checkbox"/>	Oral tasks, individual and/or in group	5	30 %		---	0 %	---	0 %
<input checked="" type="checkbox"/>	Written tasks, projects, individual and/or in group	5	30%		---	0 %	---	0 %
<input checked="" type="checkbox"/>	Exams	5	15 %		---	%	---	%
<input checked="" type="checkbox"/>	Final exams			15 %	---	100 %	---	100 %
			100 %	0 %		100 %		100 %
		100						

*A 80 % minimum attendance is required to assess the student. To take into account the continuous assessment, a minimum of 4 is required for each activities to pass the subject and a minimum of 5 for the final exam.