

## 30138 - English language III

### Syllabus Information

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**Academic Year:** 2020/21

**Subject:** 30138 - English language III

**Faculty / School:** 179 - Centro Universitario de la Defensa - Zaragoza

**Degree:** 457 - Bachelor's Degree in Industrial Organisational Engineering  
563 - Bachelor's Degree in Industrial Organisational Engineering

**ECTS:** 6.0

**Year:** 3

**Semester:** Second semester

**Subject Type:** Compulsory

**Module:** ---

## 1.General information

### 1.1.Aims of the course

The main goal of the course is to provide students with a B2.2 level, developing their grammatical, discursive, socio-linguistic and strategic skills in their evolution towards communicative competence in English.

For such purposes, this course focuses on the following general aims:

- 1 Developing the students' capacity to communicate (written and spoken reception and production) demonstrating instrumental command of the language.
- 2 Developing the students' capacity to work autonomously, fostering self-learning, collaborative problem-solving of group tasks and the use of ICTs.
- 3 Increasing the students' interest in English as an object of study and a tool to access other fields of knowledge.

### 1.2.Context and importance of this course in the degree

Given the role of English in today's international settings, its use is essential for the training of students in almost any professional discipline. Aware of this fact, the CUD has decided to make English a key element of its students' training, materialised in the 24 credits of language training designed in the Degree.

Lengua Inglesa III is the third of a sequence of subjects (Lengua Inglesa I, Lengua Inglesa II, Lengua Inglesa III, Lengua Inglesa IV), taught over the four years of the Bachelor's Degree in Industrial Organisational Engineering. The common goal of the four subjects is to help learners acquire linguistic proficiency equating to at least the level of a B2 of the Common European Framework of Reference. The first of these subjects seeks the achievement of a solid B1 (developing from the level of a B1.1 to reach a B1.2), with the other three courses seeking to achieve the level of a B2. The learners have a total of 240 hours of in-class teaching to reach this level, an approach which is consistent with the guidelines of the Common European Framework of Reference for Languages, which suggest a minimum of 235 hours; it is therefore a realistic approach.

The use of English is an essential skill which affects all aspects of the students' future professional life. The goal of the course is to provide the student with the necessary tools to work in an international multidisciplinary workplace, as will be demanded by their role in society. In the academic context, the subject will help students to expand their knowledge of their other degree subjects. The fact that a substantial number of scientific publications are written in English makes the subject a helpful tool to access a variety of bibliographical references in their field of specialisation. It is therefore expected that after completing their degree, students will be able to write their final projects in English, under the supervision of the English teachers.

### 1.3.Recommendations to take this course

To take the course it is necessary to have taken, and passed, Lengua Inglesa II, taught in the first semester of the second year of the degree. This means that any student enrolled in Lengua Inglesa III must have reached, at least, level B2.1 of the Common European Framework of References for Languages.

## 2.Learning goals

## 2.1. Competences

**After passing the subject, the learner will be able to:**

1. Work in a multidisciplinary team in a multilingual environment.
2. Develop lifelong learning and continuous assessment skills.
3. Communicate in English in their professional practice.

## 2.2. Learning goals

In order to pass this subject, the student must demonstrate their ability to:

1. Produce descriptions and presentations that are clearly and systematically developed, highlighting properly the significant aspects and relevant details that support their arguments.
2. Speak fluently, accurately and effectively on a wide range of general, academic, professional or leisure topics, clearly marking the relationship between the ideas discussed.
3. Communicate spontaneously and have good grammatical control without showing much evidence of having to restrict what they say and adopting a level of formality appropriate to the circumstances.
4. Write clear and detailed texts on a variety of topics related to their speciality, synthesising and evaluating information and arguments from various sources.
5. Understand any type of speech, both face-to-face conversations and reported speech, on subjects, habitual or otherwise, concerning personal, social, academic or professional life. The students' ability to comprehend will only be affected by excessive background noise, inadequate structuring of speech, or an idiomatic use of the language on the part of the interlocutor.
6. Read with a high degree of independence, adapting the style and speed of reading to different texts and purposes and using appropriate reference sources selectively.
7. Use a large active reading vocabulary, although they may have some difficulty with infrequent idioms.

## 2.3. Importance of learning goals

The achievement of the learning outcomes will help students consolidate their knowledge of English at the level of a B2.2, and be able to progress in the degree with efficiency. Specifically, acquisition of the competences outlined for this subject is essential to attain the learning outcomes of the rest of the subjects integrated in the English language module.

## 3. Assessment (1st and 2nd call)

### 3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

Students must demonstrate that they have attained the expected learning outcomes through the following assessment activities:

1. Evaluable tasks, including:

- a) An oral presentation in which the students will make a persuasive presentation. The presentation will take about 5 minutes, plus more time for questions. The task will make up 20% of the final grade.
- b) A proof of written expression in which the student will write a discursive essay or a critical review article of 250 words. In the event of passing the written test, this part of the exam will be considered as passed with the grade obtained, and it will not be obligatory to retake it in the final exam (described below). Should the student wish to do this written test again, they will keep the grade obtained in the final test.

These tests will be scheduled throughout the semester and will be announced through Moodle.

2. A final examination, which will represent 80% of the grade and consists of two parts:

- a) A written test in which oral comprehension skills (25%), written comprehension (25%) and writing (25%) will be evaluated.
- b) An oral production test (25%).

The final grade of the subject will be obtained from the sum of the exam grade (80%) and the evaluable tasks (20%).

The student will pass the subject when each of the following requirements are met: first, that the student has completed the continuous assessment tasks on time. Secondly, that the grade in the exam is equal to or higher than 60%, taking into account that such grade will be obtained from the average of the individual parts (one for each skill: listening, reading, speaking and writing), provided that the student has obtained at least 50% of the grade in each of them. And thirdly, that the sum of both marks (the exam plus continuous assessment tests) is at least 60%.

In the August exam, and in subsequent examinations, the assessable tasks will be eliminated, and therefore the grade will be obtained exclusively from the examination. The mark from any parts of a previous exam of 60% or more will be retained, and the student will only be required to repeat the remaining part, or parts, of the exam. Consequently, the student will pass the subject when the exam grade is equal to or higher than 60%, taking into account that the grade will be obtained from the average of the different parts (one for each of the competences), as long as the student has obtained at least 50% of the grade in each of them.

## 4. Methodology, learning tasks, syllabus and resources

## 4.1. Methodological overview

If this teaching could not be done in person for health reasons, it would be done telematically.

The course learning process has been designed based on the following:

- 1 Teachers will introduce the subject content.
- 2 Students will engage in communicative interaction in the classroom.
- 3 Students will work autonomously on the course content and tasks.
- 4 Students will practice conversation and produce writing tasks.

The course is practice-oriented and the learning process emphasizes the active engagement of students in classroom participation, in classroom tasks of increasing difficulty and in autonomous learning.

To succeed in the course, students should be willing to engage in continuous practical work.

## 4.2. Learning tasks

The course includes the following learning tasks:

Oral communication: report an incident, talk about personal use of media and social networks, talk about manipulating information and images, talk about news and events, talk about decisions, talk about values ??and justice, talk about one's own and others' behaviour, talk about survival situations, give advice about behaviour in other cultures, talk about crime, talk about experiences with crime, talk about one's own culture and that of others.

Written communication: report of an incident, a crime, an extreme situation or an event involving survival; argue about behaviour, crime, culture.

Presentations: argue about an incident, a crime, an extreme situation or survival, behaviour, culture, cultural differences.

The teachers will announce the learning activities schedule through Moodle. Students can access the platform by logging on at <https://moodle.unizar.es/>

## 4.3. Syllabus

The course will address the following topics:

Grammar: quantifiers, indirect style, type 3 conditionals, mixed conditionals, -ing and infinitive, past deduction modes, relative sentences.

Vocabulary: semantic areas (media, celebrities, social networks, decisions, values, behavior, crime, incidents and events, emergencies), compound verbs, reporting verbs, compound adjectives, dependent prepositions, synonyms.

Specialized speech: communication with public opinion, the public image of the army, values, intercultural conflicts, verbal and non-verbal communication, globalization of crime, fight against crime, military operations (radio communication, convoys, patrols, search & rescue, and MEDEVAC, checkpoints, reconnaissance missions, observation posts).

Functions: giving emphasis, handling complicated situations, expressing reactions, hypothesizing about behavior, reasons for crime, extreme situations.

## 4.4. Course planning and calendar

The calendar of assignments will be announced in class or through Moodle <https://moodle.unizar.es/>

More information about calendars and timetables can be consulted on the Defence University website <http://cud.unizar.es/>

The dates and schedules throughout the semester for compulsory classes, programmed evaluation tasks, and the final exam can be consulted on the Moodle platform (<https://moodle.unizar.es/>).

## 4.5. Bibliography and recommended resources

Bibliography available at

[http://biblos.unizar.es/br/br\\_citas.php?codigo=30138&year=2020](http://biblos.unizar.es/br/br_citas.php?codigo=30138&year=2020)