 <p>IPG Politécnico da Guarda Escola Superior de Tecnologia e Gestão</p>	SUBJECT DESCRIPTION	MODELO PED.013.02
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<i>Course</i>	Marketing Graduation		<i>Academic year</i>	2021/2022		
<i>Subject</i>	Spanish II		ECTS	5		
<i>Type of course</i>	Optional					
<i>Year</i>	1º	<i>Semester</i>	2º	<i>Student Workload</i>		
<i>Professor</i>			<i>Total</i>	140	<i>Contact</i>	60
<i>Area Coordinator</i>	PhD Walter Best					

Planned

1. LEARNING OBJECTIVES

- Communicate properly.
- Understand the communicative goal and the essential ideas of simple statements on different subjects.
- Acquire grammar and lexical knowledge with relevance in the correction of oral and written discourse.
- Preparation of application letters and CV writing.
- Recognize the importance of the Spanish language.

2. PROGRAMMING CONTENTS

1. Phonological-spelling contente

- 1.1. The syllable: Syllabic division
- 1.2. Ditongs; tritongs and gaps
- 1.3. Accentuation rules
- 1.4. Accentuation of monosyllables: diacritical accent

2. Morphosyntactic contentes

- 2.1. Adjective: indefinite, interrogative and exclamative
- 2.2. Pronouns: indefinite, interrogative and exclamative
- 2.3. Verbs:
 - 2.3.1. Gerund
 - 2.3.2. Verbal Periphery (being + gerund); (to go to + infinitive)

2.3.4. Preterite Indefinite (temporal markers)

3. Lexical and semantic contents

- 3.1. The city
- 3.2. Health
- 3.3. Sport
- 3.4. False friends
 - 3.5. Working World
 - 3.5.1. Curriculum Vitae
 - 3.5.2. Letters
 - 3.5.3. Replies to ads
 - 3.5.4. Job interviews

4. Functional contents

- 4.1. Indicate a direction
- 4.2. Give and place orders
- 4.3. Speaking in the past: telling, describing past facts
- 4.4. Express tastes, preferences and desires
- 4.5. Analyze and respond to job offers

3. DEMONSTRATION OF THE COHERENCE OF PROGRAM CONTENT WITH THE OBJECTIVES OF THE UC


Objectives 1, 2, 3 are implemented through the presentation of contents 1 and 2. Objectives 4 and 5 are implemented through content 3 and 4.

4. MAIN BIBLIOGRAPHY

Required:

ALONSO, Rosario et al (2016): Gramática Básica del Estudiante de Español. Barcelona: Difusión.

CORPAS, Jaime, Eva García y Agustín Garmendia (2204) Aula 1. Barcelona Difusión.

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GUEIDÃO, Gina Y DAZA, Teresa (2015): Aplica el Español. Porto: Porto Editora.

J. Fernandez; R. FENTE; J. Slies (2006) Curso Intensivo de Español , Gramatica: NIVELES Elemental -intermedio Y Superior.

MENDES, Fabio (2001): Dicionario de Falsas SemelhanÇas. Editorial Campus.

PÉREZ, Fernando e LEIRADO, Marisa (2015): Gramática de Espanhol. Porto: Porto Editora.

RAE, Dicionario de la lengua española. (2001), Madrid: Espasa Calpe. (2 vv) Disponível na Biblioteca do IPG e em www.rae.es

VVAA (2006) Comienza A1, (libro del alumno y libro de ejercicios). Madrid: Editorial Edinumen.

Webgrafia

<http://auladiez.com/gratis.html>

http://cvc.cervantes.es/ensenanza/biblioteca_ele/plan_curricular/

http://www.todoele.net/matsel/Materiales_list.asp

Recommended:

ARRIBAS, Jesús y de CASTRO , Rosa Mª (2001) Preparación Diploma básico Español lengua extranjera (DBE). Madrid: Edelsa.

RAFAEL y SILES, José. (1998). Curso intensivo de español. Gramática. Madrid, SGEL. Disponível na Biblioteca do IPG.

VVAA (2006) Comienza B1, (libro del alumno y libro de ejercicios). Madrid: Editorial Edinumen.

5. TEACHING METHODOLOGIES (RULES OF EVALUATION)

Listening comprehension activities; Exercises on lexicon and grammar; Oral expression activities; Reading activities and written comprehension; Activities of written expression. Job Listing Analysis; Listening and watching videos.

Continuous assessment presupposes:

- a) 2/3 attendance in class;
- b) Elaboration of a portfolio and other activities requested by the teacher
- c) performance of the frequency 75%.

6. DEMONSTRATION OF THE COHERENCE OF THE TEACHING METHODOLOGIES WITH THE OBJECTIVES OF THE CURRICULAR UNIT

The methodologies adopted integrate the four basic competences (oral and written comprehension, oral and written expression) and focus on the grammatical, spelling, phonological, semantic and functional lexical contents contemplated in the GFUC.

7. REGIME OF ASSISTANCE

To be considered integrated in continuous assessment, students will have to attend 2/3 of the total number of classes taught. Failure to do so leads to exclusion from continuous assessment.

Course	Marketing			Academic year	2021-2022		
Subject	Foreign Language II - French			ECTS	5		
Type of course	Elective						
Year	1st	Semester	2nd Sem	Student Workload:			
Professor(s)				Total	140	Contact	60
Area Coordinator)	Prof. Doutor Samuel Walter Best						

Planned

1. LEARNING OBJECTIVES

The curricular unit highlights the main skills: writing, speaking, listening and reading, without forgetting interaction and intercultural dialogue. The main objective is to lead students to the practice of written and spoken French, by promoting the acquisition and the development of competences and general or specific knowledge.

2. PROGRAMME

2.1. *Chercher un emploi (consulter les annonces, les réseaux sociaux professionnels / écrire un CV, une lettre de motivation ...)*

2.2. *La description (de son entreprise / lieu de travail, de ses fonctions/responsabilités...)*

2.3. *L'argumentation (exprimer et justifier un accord ou un désaccord ; exprimer et justifier un point de vue / une opinion ; commenter des données chiffrées ; exprimer des intentions, des projets ; exprimer une obligation / une condition...)*

2.4 *Le vocabulaire des affaires, de la comptabilité, de la gestion, du commerce international et du marketing (approfondissement)*

3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

This curricular unit aims to contribute to the overall formation of the student as a person and future professional by promoting knowledge and linguistic competences.

4. MAIN BIBLIOGRAPHY

Books

ROSILLO M.-P., MACCOTA P., DEMARET M. (2013). *Quartier d'affaires. Français professionnel et des affaires*. CLE International

LIRIA Philippe, SIGÉ Jean-Paul (2016). *Les clés du nouveau DELF*. Maison des langues

MIQUEL Claire (2018). *Vite et Bien 1. Méthode rapide pour adultes*. CLE International

WEB

www.leplaisirdapprendre.com

www.lepointdufle.net

www.podcastfrançaisfacile.com

www.tv5monde.com

5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)


As a theoretical practical CU, diversified texts and audio-visual documents will be required, as well as to the progressive study, communicative approach and implementation of practical projects. Continuous assessment (test, 50% and practical projects, 50%); Final assessment (exam, 100%).

6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

There is coherence between teaching methodologies and objectives, by promoting a communicative approach, oral and written communication skills and implementation of tasks/activities.

7. ATTENDANCE

The attendance is compulsory for the continuous assessment.

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<i>Course</i>	Marketing Graduation		<i>Academic year</i>	2021/2022	
<i>Subject</i>	Foreign Language I – English II		ECTS	5	
<i>Type of course</i>	Optional				
<i>Year</i>	1º	<i>Semester</i>	2º	<i>Student Workload</i>	
<i>Professor</i>			<i>Total</i>	140	<i>Contact</i> 60
<i>Area Coordinator</i>	PhD Walter Best				

Planned

1. LEARNING OBJECTIVES

Develop intercultural, oral and written skills, in terms of thinking and attitudes, both in terms of reception and production, deepening grammatical and functional knowledge of the English language through full participation in oral and written activities in class.

Introduce the student to the use of specific lexical units and documents pertaining to commercial and business communications in the international market through regular and work done on time.

Students must understand oral and written communications of different lengths and complexities and from different registers by: i) using their hearing ability; ii) understanding information; iii) distinguishing facts from opinions; iv) interpreting how to use logical reasoning and synthesis; v) participating fully in discussions and debates; vi) writing with increasing complexity; vii) broadening lexical knowledge related to the areas of management, viii) marketing and accounting and communicate in writing and orally about business topics.

2. PROGRAMME

In the business context:

Description of habits, routines and professional responsibilities;

Characterization of the company and relevant location;

Description of products and key business figures;

Professional, personal and social expression;

Application of intercultural notions that affect the business;

Development of socio-professional writing appropriate to the field of study;

Business culture.

The writing:

Basics Phrases;

Complex sentences;

Use of connectors;

Function os a paragraph;

How to start a text;

How to complete a text;

Logic and sequence.

3. DEMONSTRATION OF THE COHERENCE OF PROGRAMME CONTENT WITH THE OBJECTIVES OF THE CURRICULAR UNIT

The contents of the UC aim to enable the student to reach a B1/B2 level in the four communication skills in a foreign language, according to the recommendations of the Common European Framework of Reference for Languages (CEFR), providing the lexical units and communicative functions suitable for communication in English for business purposes.

In order to participate constantly and develop their activity with the English language in international business, the student will acquire specific and general lexical/linguistic/cultural skills and knowledge, therefore centred on the consolidation of intercultural and grammatical/general lexical notions and specific, developing relational, instrumental and intercultural competence

4. MAIN BIBLIOGRAPHY


Mandatory:

Campos, Luísa, Walter Best and M. Paula Neves (2000). Grammar from English to A1-A2 with examples translated into Portuguese. Guarda: IPG.

Jones Leo, and Richard Alexander (2000). New International Business English. Cambridge University Press.

Lloyd Angela, Sharon Rieck and Gisela Schwarz (2009). A New Start: Professional. Cornelsen, Berlin.

Good English – Portuguese and Portuguese-English dictionary (eg Collins, Michaelis).

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Relevant internet sites.

One of the grammar books depending on the student's CEFR level:

A1-A2: Swan, Michael and Catherine Walter. (2009) The Good Grammar Book. Oxford University Press.

B1+: Swan, Michael and Catherine Walter. (2001) How English Works. Oxford University Press.

Recommended:

Bolen, Jackie (2020). Business English Vocabulary Builder: Idioms, Phrases and Expressions. jb.business.online@gmail.com.

Brieger, Nick and Simon Sweeney (1994). The Language of Business English. Prentice Hall

Male, Buill. Business Vocabulary in Use (2002). Cambridge University Press

Rogers, John (2001). Market Leader: Practice file. Pearson Education Limited,

Trompenaars, Fons and Peter Wooliams (2003). Business across Cultures. Capstone.

Tullis, Graham and Tonya Trappe (2000). New Insights into Business. Longman.

5. TEACHING METHODOLOGIES (EVALUATION RULES)


In order to involve and hold the student accountable in the teaching/learning process and notwithstanding the expository lesson when necessary, more emphasis will be given to the interactive lesson and group work for role plays/simulations, projects, debate and case studies. Individual or group work may also include work presentations, reading, research and relevant case studies.

EVALUATION RULES:

The assessment can be i. a) continuous or i. b) periodic (for student workers) and/or ii. by the final exam and/or by recourse exam:

i.a)- Continuous assessment, for students who attend classes weekly (in person and/or online, with the amount of time present, in the case of online classes, calculated by the reports received from the Zoom application):

Two written tests (45% + 45% = 90%) plus the quality of oral participation in class, including any assignments (10%);

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i.b)- Periodic assessment, for student workers prevented from attending classes (in person and/or online) regularly (with proof of student worker status presented to the teacher and academic services):

Two written tests/tests (45% + 45% = 90%) and an oral test at the end of the semester (10%), on the day of the written test or until the end of the following week, according to the joint availability of the professor and the student.

ii. Assessment by final exam - a written exam (100%) or a written exam, with the possibility of this being followed by an oral exam if the exam is online (100% average), on the day of the written exam or until the end of the following week, according to the joint availability of the professor and the student.

iii. Assessment by appeal exam - a written exam, with the possibility of this being followed by an oral exam, if the exam is online (100% average), on the day of the written exam or until the end of the following week, according to the joint availability of teacher and student.


6. DEMONSTRATION OF COHERENCE OF THE TEACHING METHODOLOGIES WITH THE OBJECTIVES OF THE CURRICULAR

The methodologies to be applied are intended to involve and hold the student accountable in the process of teaching/learning a foreign language, always bearing in mind the need to interact on behalf of the institution and emphasizing the necessary understanding of a foreign language.

To achieve the proposed objectives, the methodology in the course is based on training principles in laboratory practices - focusing on specific training in oral communication, pronunciation and linguistic rhythm from the level of morphemes to the sentence and paragraph as well as written expression techniques in English – and tutorial guidance – in groups and individually – to give the greatest support to the development of the student's communicative competence as a person and as a professional.

Knowing that metalinguistic approaches, essential in foreign language learning, are activated in the student through the act of writing, the work to be developed involves an important component of writing. However, since the student's future communicative interventions in the business world may be characterized above all by its oral nature, this component is developed with great effort, namely through debates, group work to develop ideas (brainstorming) and planning followed by improvised or rehearsed presentation of the result.

The inclusion of question/answer sessions with the participation of all highlights the link between intercultural communication and the communication skills to be acquired in this specific area. The

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involvement of ERASMUS students in the classes contributes in a credible way to dedicate themselves to this intercultural communication.

7. ATTENDANCE IN CLASS

As adults, they can make the necessary decisions about their attendance. However, you will need to participate in classes to access the 10% of the participation quality grade. Please indicate any special circumstances at the beginning of the semester.