



Universidad
Politécnica
de Cartagena

Campus
de Excelencia
Internacional



Course Unit Description

INGLÉS DE GESTIÓN

Course 2019-20



GRADO EN INGENIERÍA EN ORGANIZACIÓN INDUSTRIAL (BOE 21-12-2012)

CENTRO UNIVERSITARIO DE LA DEFENSA

Universidad Politécnica de Cartagena



1. Subject data

Name	INGLÉS DE GESTIÓN
Code	511104002
Type	Obligatoria
ECTS	4.5
Length of subject	Cuatrimestral
Semester and course	Curso 4º - Primer cuatrimestre
Speciality	
Language	Inglés
Mode of study	Presencial



2. Lecturer data

Lecturer data	Brady, Imelda Katherine
Knowledge area	Filología Inglesa
Department	Idiomas (CUD)
Telephone	
email	imelda.brady@ cud.upct.es
Office hours and location	Despacho nº9. Lunes de 12.30 a 13.30
Qualifcation/Degree	Profesora Ayudante Doctor Doctora en Filología Inglesa Licenciada en Filología Inglesa Master en Formación de Profesorado
Academic rank in UPCT	Profesor/a Auxiliar o Ayudante de Facultades y Escuelas Superiores
Number of five-year periods	
Number of six-year periods	
CV	

Lecturer data	Encarnación Pinedo, Estibaliz
Knowledge area	Filología Inglesa
Department	Idiomas (CUD)
Telephone	
email	estibaliz.encarnacion@ cud.upct.es
Office hours and location	Despacho nº 9. Martes y jueves de 12:00 a 13:00
Qualifcation/Degree	Filología Inglesa
Academic rank in UPCT	Profesor/a Ayudante Doctor/a de Facultades y Escuelas Superiores
Number of five-year periods	
Number of six-year periods	
CV	



3. Competencies and learning outcomes

3.1. Basic curricular competences related to the subject

[CB4]. Students are required to transmit information, ideas, problems and solutions to a specialized and non-specialized audience.

3.2. General curricular competences related to the subject

[CG3]. To work in a multilingual environment.

3.3. Specific curricular competences related to the subject

[CE27]. To communicate in a foreign language.

Specific topic competences (for elective topics which have them)

3.4. Transversal curricular competences related to the subject

[CT1]. To communicate orally and in writing effectively.

3.5. Subject learning outcomes

Al finalizar el curso los alumnos habrán desarrollado sus habilidades receptivas (i.e. escuchar y leer) y productivas (i.e. escribir y hablar), gramática, vocabulario a un nivel B2 avanzado siguiendo el Marco Común de Referencia para las Lenguas. Además, los estudiantes habrán aprendido inglés terminológico militar y vocabulario de gestión.



4. Contents

4.1 Curricular contents related to the subject

Se impartirá vocabulario, gramática, traducciones, ejercicios de comprensión escrita, de comprensión oral, de expresión escrita y de expresión oral de acuerdo al marco europeo de referencia para las lenguas, a un nivel similar o igual al SLP Inglés militar 3333. Este nivel se cubre en su totalidad. Utilización de la lengua inglesa-americana.
Adicionalmente se impartirá vocabulario de gestión industrial y militar.

4.2. Theory syllabus

Teaching modules	Units
Unit 1: Introducción a la comunicación	<ul style="list-style-type: none"> Adjetivos para describir buenos comunicadores Hablar de diferentes tipos de comunicación en el ámbito de la gestión Identificar las ventajas y desventajas de formas de comunicación de manera oral Diferencias entre registros de carta formal e informal Escribir cartas formales en el ámbito de la empresa Solventar problemas de comunicación de manera oral
Unit 2. Marketing internacional	<ul style="list-style-type: none"> Vocabulario sobre títulos profesionales Describir la imagen de una marca Presentar ideas en grupo Vocabulario sobre el mercado y la gestión y su pronunciación Hablar de marcas internacionales Nombres compuestos y sintagmas nominales Técnicas de brainstorming
Unit 3. Fomentar relaciones	<ul style="list-style-type: none"> Vocabulario para describir relaciones en el ámbito profesional Entender compuestos sobre la gestión y la empresa Describir Customer Relationship Management (CRM) Usar phrasal verbs y expresiones idiomáticas en el ámbito profesional y de gestión Escribir cartas semiformales en el ámbito de la empresa
Unit 4. Estilos de gestión	<ul style="list-style-type: none"> Describir los diferentes aspectos de estilos



4.2. Theory syllabus	
Teaching modules	Units
	de gestión Vocabulario sobre las características de tipos de liderazgo Usar prefijos y sufijos para crear adjetivos y nombres Contrastar información en textos escritos Escribir informes e interpretar datos de encuestas
Unit 5. Gestión de problemas y crisis	Conocer los tipos de conflicto y crisis en el ámbito profesional Comunicar de manera eficaz conflictos Vocabulario sobre la gestión de conflictos y crisis profesionales Escuchar y comprender informes resumidos sobre crisis Responder de manera eficaz en forma escrita a reclamaciones

4.3. Practice syllabus	
Name	Description
<p>Comments</p>	

Risks prevention

Promoting the continuous improvement of working and study conditions of the entire university community is one of the basic principles and goals of the Universidad Politécnica de Cartagena. Such commitment to prevention and the responsibilities arising from it concern all realms of the university: governing bodies, management team, teaching and research staff, administrative and service staff and students.

The UPCT Service of Occupational Hazards (Servicio de Prevención de Riesgos Laborales de la UPCT) has published a "Risk Prevention Manual for new students" (Manual de acogida al estudiante en materia de prevención de riesgos), which may be downloaded from the e-learning platform ("Aula Virtual"), with instructions and recommendations on how to act properly, from the point of view of prevention (safety, ergonomics, etc.), when developing any type of activity at the University. You will also find recommendations on how to proceed in an emergency or if an incident occurs.

Particularly when carrying out training practices in laboratories, workshops or field work, you must follow all your teacher's instructions, because he/she is the person responsible for your safety and health during practice performance. Feel free to ask any questions you may have and do not put your safety or that of your classmates at risk.



4.4. Comments



5. Teaching method

Name	Description	Hours	In-class
Theory classes in the classroom		30	100
Preparation of assignments / reports		27	0
Conducting official exams		5	100
Practical sessions in computer classroom		15	100
Tutorials		5.5	100
Individual work / study		30	0



6. Assessment method

6.1. Assesment system		
Name	Description and criteria	Percentage
Official written tests	<p>Oral exam: linguistic accuracy, correct pronunciation, fluency, clarity and coherence (i.e. syntax, semantics and pragmatics) in the presentation of contents according to the expected level in the fourth year (12%)</p> <p>Listening comprehension exam: Linguistic accuracy according to the expected level in the third year. Quality and quantity of comprehension according to the expected level in the fourth year (12%)</p> <p>Reading comprehension exam: Quality and quantity of reading comprehension according to the expected level in the fourth year. (12%)</p> <p>Written production: competence in written production, linguistic accuracy and complexity, clarity and coherence (12%)</p> <p>Use of English (grammar and vocabulary) Linguistic accuracy and complexity according to the expected level in the fourth year. (12%)</p>	60 %
<p>Formative and summative evaluation activities for the assessment of competence performance:</p> <ul style="list-style-type: none"> - Evaluation by the teacher, Self-assessment and Co-assessment (peer evaluation) through quality criteria developed (rubrics) from laboratory reports, proposed problems, Cooperative Learning Activities, etc. - Observation charts (check-list, scales, 	<p>Communicative competence in written production: linguistic accuracy and complexity, clarity and coherence (i.e. syntax, semantics and pragmatics) in the logical sequencing and development of ideas (i.e. structure) according to the expected level in the fourth year (10%)</p> <p>Listening and reading activities: quality and quantity of comprehension according to the expected level in the third year. Linguistic accuracy according to the expected level in the third year. (20%)</p> <p>Speaking/oral production: linguistic accuracy and complexity according to the expected level in the fourth year. (10%)</p>	40 %



6.1. Assesment system

Name	Description and criteria	Percentage
rubrics) to evaluate performance.	<ul style="list-style-type: none"> - Student portfolio and / or diary to assess self-reflection ability and dedication. - Completion of authentic tasks: simulations, case studies and / or real applied problems, etc. 	

6.2. Formative assesment

Description

Formative evaluation: Individual assessment will be carried out at the beginning (diagnostic tests) of the academic year in order to monitor the student's progress. Students will carry out different individual tasks related to the four language skills throughout the academic year. The content of the present syllabus may be adapted and expanded according to the results of the diagnostic tests.

Information

As set forth in article 5.4 of the Reglamento de las pruebas de evaluación de los títulos oficiales de grado y de máster con atribuciones profesionales (UPCT), students in the special circumstances listed in the article 5.4 are entitled to a comprehensive assessment test, upon justified request which must be granted by the Department. This does not exempt them from carrying out compulsory tasks included in the teacher's guide of the subject (official syllabus).

Comments



7. Bibliography and resources

7.1. Basic bibliography

MacKenzie, Ian English for business studies: a course for business studies and economics students. Student's book. Cambridge University Press. 1998. 0521483530

David Cotton, David Falvey and Simon Kent Market Leader Upper-Intermediate 3rd Edition Coursebook. Pearson. 9781408237090

Hoobs, M., Keddle, J.S Commerce: Oxford English for Careers. Oxford University Press. 2007. 0194569756

Nuttall, C.J. Career Award in Business: Standard Level. Cambridge. 2003. 0521750946

7.2. Supplementary bibliography

Hewings, Martin Advanced grammar in use a self-study reference and practice book for advanced learners of English: with answer. Cambridge University Press. 2000. 0521498686

Tims, Nicholas Face2face upper intermediate: workbook. Cambridge University Press,. 2007. 9780521691659

Cambridge English advanced 5: with answers: authentic examination papers from Cambridge ESOL. Cambridge University,. 2012. 9781107603271

7.3. On-line resources and others

Listening

<http://www.world-english.org/listening.htm>

<http://www.bbc.co.uk/radio/>

<http://www.af.mil>

<http://www.anglik.net/>

Pronunciation

<http://www.fonetiks.org/>

http://www.oddcast.com/home/demos/tts/tts_example.php?sitepal

Reading

<http://www.short-stories.co.uk/>

<http://themoonlitroad.com/>

Writing

<http://www.eslbee.com/>

<http://www.autoenglish.org/writing.htm>

Dictionaries

<http://www.businessdictionary.com/>

<http://www.collinsdictionary.com/>

<http://dictionary.cambridge.org/17>



<http://www.wordreference.com/es/en/translation.asp?spen=diccionario+biling%C3%BCe>
<http://prowritingaid.com/Free-Online-Collocations-Dictionary.aspx>
<http://www.thefreedictionary.com/>
<http://www.urbandictionary.com/>