

ESNE

Centro adscrito a
**Universidad
Camilo José Cela**

Bachelor in Interior Design

Teaching guide

Academic Year 2022/2023

Basic personal and communication skills

Subject information

Title

Bachelor in Interior Design

Type

Basic

Module

Language

ECTS Credits

6

Subject

Basic personal and communication skills

Learning

On-site learning

Code

3641

Lecturer

PdH Chloe Sharpe

Year

First

Language

English

Semester

Annual

Subject Lecturer

Lecturer

PdH Chloe Sharpe

Contact

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Academic tutorials

For any enquiries regarding the subject, students can contact the lecturer by email or during their office hours.

Pre-requisites

Essential

Specific requirements of the curriculum.

Recommended

A minimum B2 level in general English.

Subject contribution to the Curriculum

Field of knowledge of the subject

This subject belongs to the language module and constitutes one of the subjects of basic training.

Interdisciplinary relation with other subjects from the curriculum

The subject “Basic personal and communication skills” is focused on the acquisition and improvement of the four communicative skills: listening comprehension, reading comprehension, oral production and production of written texts. As an interdisciplinary subject, it also trains students in language used in different areas of design. One of the objectives of education in English is its cross-cultural focus, which has a positive impact on students’ personality and sense of identity. Learning about other cultures and exchanging information and ideas in another language is an enriching experience for students’ overall training.

Professional motivation of the subject

English, recognised as the *lingua franca* of the 21st century, is important both in academic and business contexts. This makes it a very valuable language that

facilitates interaction and cooperation between professionals of different countries. The knowledge of English therefore improves the student's career prospects. Employers increasingly seek out people capable of working in multinational contexts. Given the internationalization of companies connected to design, the knowledge of English becomes a competitive advantage.

Learning outcomes in relation to the competences developed through the subject

General competences

CG08. Show correct use of oral and written language in the Spanish and English languages in communication about interior design, reaching level B2 of the Common European Framework of Reference for Languages (CEFR).

Specific competences

CE18. Present, orally and in writing in their own language or English, the technical, aesthetic and design decisions to justify the results of the work on aspects of interior design.

Learning outcomes

By the conclusion of this course, students will understand/be able to:

- Communicate ideas, conclusions, problems and solutions to specialized and non-specialized audiences in a clear, concise and unambiguous way.

- Make use of a grammatical, sociolinguistic, discursive and strategic competence in the English language.
- Be able to better manage their expectations and resources.

Contents / Syllabus / Units

Brief description of the contents

- Communicative competence and production of oral and written texts
- Verbal and non-verbal communication skills
- Production techniques for specialized oral and written texts
- Personal skills: self-knowledge, efficient use of time, team work

Syllabus

- Question formation: grammar review.
- Question formation: surveys and questionnaires.
- Expressing numbers and statistics; pronunciation.
- Giving effective presentations.
- Discourse markers and signposting.
- Effective listening: note-taking and summarising information.
- Describing spaces: visual description and vocabulary.
- Writing good essays: theory, analysis of examples, and practice.
- Improving accuracy: false friends and common errors made by Spanish speakers.
- Writing formal and informal emails and letters.
- Written and oral proposals: making suggestions; using persuasive language.
- Effective reading: comprehension and summarising information in one's own words.
- Conversation practice: expressing agreement and disagreement.
- Writing reviews of books, films and exhibitions.
- Conversation practice: role-plays about design

Schedule

Units / Topics	Period
Course introduction Question formation: grammar review Question formation: surveys and questionnaires Expressing numbers and statistics; pronunciation Writing reports Effective listening: note-taking and summarising information (interior design TED talk)	Sessions 1-4
Giving effective presentations: theory, examples and signposting language. Describing interior spaces: visual description, specialized vocabulary (1), advanced adjectives. Reading comprehension (interior design article). Coursework task 1: group presentations.	Sessions 5-9
Reading comprehension (interior design article). Improving accuracy (1): false friends and common errors made by Spanish speakers. Writing skills: Essays and parallel structures. Writing skills: Discourse markers and signposting. Coursework task 2: Write an essay.	Sessions 10-14
Effective listening: note-taking and summarising information (2). CVs: Introduction, examples, listening exercises and theory CVs: writing practice and discussion.	Sessions 15-17
Embedded and reported questions.	Sessions 18-20

Job interviews: examples, listening exercises, and oral practice. Conversation practice: expressing opinions, agreement and disagreement.	
Introduction to academic referencing. Effective listening: note-taking and summarising information (design TED talk). Writing reviews: books, films and exhibitions Coursework task 3: Write a review. Reading comprehension and oral role play. Using persuasive language.	Session 21-24
Improving accuracy (2): Common errors with prepositions. Effective reading: comprehension and summarising information in one's own words (interior design article). Word order in sentences. Improving accuracy (3): Common errors with "used to".	Sessions 25-26
Writing application letters: listening exercises, theory, discussion and practice. Specialized vocabulary (2). Course review and exam preparation	Sessions 27-30

Learning activities and teaching methodologies

Learning activities	Teaching Methodologies	Hours	% On-site
<p>Lectures</p> <p>Face-to-face lessons given by lecturers in-class</p>	<p>Lecture</p> <p>The professor introduces a topic to teach concepts, theories, ... in the classroom</p>	30	100
<p>Workshops</p> <p>In each subject, projects or practical cases where the student must analyse the information, detect relevant aspects, make decisions or propose solutions to improve the situation, are proposed.</p>	<p>Work-based learning and/or case studies</p> <p>The teacher proposes projects or practical cases for students to analyse and solve them, applying the contents previously learned.</p>	20	100
<p>Seminars</p> <p>Students contribute with their experiences, share knowledge and initiate constructive discussions</p>	<p>Collaborative learning through debates</p> <p>The professor raises issues for students to discuss, contribute with their ideas or experiences, and propose solutions and share knowledge in the classroom.</p>	10	100
<p>Tutorials</p>	<p>The tutor solves questions on matters already discussed In class</p>	10	0

Final exam	Final exam	4	100
Autonomous work	Student's personal learning through the study of the subject's contents and the reading and analysis of complementary materials	76	0

Learning Assessment

Assessment activities	Assessment criteria	Weight
Work completed or case studies	Activities carried out on time. Objectives met.	40%
Final exam	Exam marking	50%
Participation in seminars	Interest and participation in the subject.	5%

Attendance and participation in class	Interest and participation in the subject.	5%
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General assessment criteria

Students' grades will be calculated as follows:

- Active class participation (classes plus seminars). 10%
- Coursework. Assignments and practical exercises done during the course. 40%
- Exams. There will be a combination of partial and final exams. 50%

Attendance

Class attendance is compulsory. It is only possible for students with 80% attendance or more to take the exams in the first call (*convocatoria ordinaria*). If students miss classes, they do not need to justify their absence. This means that all students who miss 20% of classes or more must present themselves at the second call (*convocatoria extraordinaria*).

The Director/Coordinator of the degree may consider exceptional circumstances and these must be approved by the Academic Management of ESNE.

Students must be punctual at the start of classes. The lecturer may deny entry to students who arrive more than 10 minutes late.

1st call assessment

- In the first call assessment, students must hand in all their coursework assignments on time, and pass them all. If a piece of work is not submitted, the student will fail the subject.
- All coursework assignments must be submitted for an average grade to be calculated. If this is not the case, the student may only take the exam in the second call.

- Assignments must be submitted on time. If the lecturer exceptionally allows late submission, the maximum possible grade will be 7.
- In group work, the grade will be individual for each student. Students will be graded individually on their knowledge of the subject, effort, presentation, etc.
- If a student obtains a grade of less than 4.5 in an exam or task, an average grade will not be calculated, and the student must take the 2nd call assessment. However, for the student to pass the whole subject, the final grade must be 5 or above.

2nd call assessment

- Students who do not pass the first call must take the exam in the second call. This exam will cover all the material studied during the course.
- In this second call assessment, the mark for “attitude and participation” will be the same as in the first call.
- In this second call assessment, students must present all the coursework that was not presented in the first call assessment.

Bibliography

Basic bibliography

Folse, K. and T. Pugh, (2015). *Great Writing*. 3rd edition. Heinle-Cengage Learning.

Hewings, M. (2013). *Advanced Grammar in Use*. Cambridge: Cambridge University Press.

Additional reading

Leech, G., Cruickshank, B. and Ivanic, R. (2001). *An A-Z of English Grammar and Usage*. 2nd edition. Harlow: Longman/Pearson.

- McCarthy, M. and O'Dell, F. (2001). *English Vocabulary in Use Upper-Intermediate*. Cambridge: Cambridge University Press.
- McCarthy, M. and O'Dell, F. (2008). *Academic Vocabulary in Use*. Cambridge: Cambridge University Press.
- McCarthy, M. and O'Dell, F. *Vocabulary in Use (Intermediate)*. Cambridge: Cambridge University Press.
- McCarthy, M. and O'Dell, F. *English Collocations in Use (Intermediate)*. Cambridge: Cambridge University Press.
- McCarthy, M. and O'Dell, F. *English Idioms in Use*. Cambridge: Cambridge University Press.
- Murphy, R. (2005). *English Grammar in Use*. Book with Key and CD-Rom. Cambridge: Cambridge University Press.
- Peters, P. (2004) *The Cambridge Guide to English Usage*. Cambridge: Cambridge University Press.
- Seely, J. (2009). *Oxford A-Z of Grammar and Punctuation*. Oxford: Oxford University Press.
- Seely, J. (2005). *Oxford Guide to Effective Writing and Speaking*. Oxford: Oxford University Press.
- Swan, M. (2005). *Practical English Usage (3rd edition)*. Oxford: Oxford University Press.

Comments

Plagiarism in coursework or exams will result in a grade of 0. Students will fail the assessment call automatically.

Students must always respect the intellectual property of authors. The work of others must always be accurately acknowledged and referenced.

In exams, students may not make use of unauthorised material. Students who do so will be given a grade of 0 and they will fail the assessment call automatically.

Students are allowed four first assessment calls (*primeras convocatorias/ convocatorias ordinarias*) to pass the subject, plus another two second assessment calls (*convocatorias extraordinarias*).

When a student does not appear at an exam, he or she loses the opportunity of one of the assessment calls.

The grading system at ESNE follows articles 5.4 and 6 of the Real Decreto 1125/2003, of 5 September. These articles state the following: “Los resultados obtenidos por el estudiante en cada una de las materias del plan de estudios se calificarán en función de la siguiente escala numérica de 0 a 10, con expresión de un decimal, a la que podrá añadirse su correspondiente calificación cualitativa. La mención de «Matrícula de Honor» podrá ser otorgada a estudiantes que hayan obtenido una calificación igual o superior a 9. Su número no podrá exceder del cinco por ciento de los estudiantes matriculados en una materia en el correspondiente curso académico, salvo que el número de estudiantes matriculados sea inferior a 20, en cuyo caso se podrá conceder una sola «Matrícula de Honor».

Numeric scale	Qualitative grade
From 0,0 to 4,99	Suspenso (SS)
From 5 to 6,99	Aprobado (AP)
From 7 to 8,99	Notable (NT)
From 9 to 10	Sobresaliente (SB)

Students' grades are the result of a grading system that includes continuous assessment, which allows the student's ongoing work, attitude, participation and understanding to be assessed. For this reason, class attendance and participation are essential in this system.