

Teacher(s)	Serey Mendoza Osvaldo (coordinator) ;
Language :	Spanish
Place of the course	Louvain-la-Neuve
Prerequisites	To be able to register for this course, the students should have followed the LES PA1332 course.
Main themes	<p>Economic and social ethics, the advent of neo-liberalism in the emblematic example of Chile, the privatization of state enterprises in Argentina, Chile and Peru, the privatization of the retirement-benefits system, the education system, the expropriation of land, social habitat, illegal migration, fiscal paradises, cities and business, social inequality in Spanish-speaking countries.</p> <p>The course aims at developing the student's autonomy, more specifically in speaking and writing skills.</p> <p>The student will have to take part in several activities that will enable them to develop their communication skills in everyday situations. Special attention will be paid to the mastering of the morpho-syntactic basics of the language learned previously and to the broadening of one's vocabulary. This course is essentially practical.</p>
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <ul style="list-style-type: none"> • talk fluently about subjects belonging to their field of study as well as about a broad array of general subjects; express an opinion on a current events subject; express the advantages and shortcomings of various options. • understand the main gist of concrete or abstract subjects in complex texts; have a technical discussion on a subject related to their field of study. • communicate with a degree of spontaneity and fluidity. • present interactively research results on a subject dealt with in class • write clear and detailed texts on various themes, as well as defend a viewpoint on topics of general interest.
Evaluation methods	<p>The evaluation is continuous: various research works, individual and group presentations will be requested throughout the course.</p> <p>June</p> <ul style="list-style-type: none"> • December partial test (last week of classes): 10% of the final score. • Continuous evaluation: 20% of the final score. • Final written exam, grammar / vocabulary / reading comprehension and listening comprehension: 40% of the final score. • Final oral exam, working interview based on the personal CV developed during the course, and a real job offer, taken from a listing proposed by the teacher: 30% of the final score. <p>September</p> <ul style="list-style-type: none"> • Written exam, on Moodle, grammar / vocabulary / reading comprehension and listening comprehension, vocabulary: 60% of the final mark. • Final oral exam, working interview based on the personal CV developed during the course, and a real job offer, taken from a listing proposed by the teacher: 40% of the final mark. • Important: in September, the 2 exam parts must be presented. <p>Depending on the health situation, the examinations could be done remotely.</p>
Teaching methods	<p>The grammar is presented through and from authentic texts (grammar in use); interactive classes, role-playing, debates on topical subjects.</p> <p>Vocabulary learning is done through a lexicon methodology.</p>
Content	<p>This learning module aims at dealing with the most salient social problems in Spanish-speaking countries.</p> <p>Objectives and contents: mastering of specialized vocabulary and grammar, fluid communication, writing, receptiveness to Spanish and Latin-American cultures.</p> <p>Personal accompaniment of the student. They essentially have to become the actors of their own learning.</p> <p>This course is based on communication and uses the communicative approach. Notions of code are not acquired through the learning of vocabulary lists or an exclusively structural approach to grammar. These are integrated into meaningful contexts and grouped according to functional content. They are subsequently practised in the form of exercises requiring the development of a global communicative competence.</p> <p>The didactic materials include very detailed grammatical referencing and drilling exercises common to the structural approach, but the typology of the exercises and the basic materials are very heterogeneous : newspaper articles, debates, songs, role-playing, documentaries, films, etc.</p>

Bibliography	<ul style="list-style-type: none"> • Etica económica y social. Teoría de una sociedad justa. Van PARIJS, P., ARNSPERGER, C. (2002) Paidós Ibérica
Other infos	<p>Moodle: Exercises, announcements, homework descriptions and instructions, planning, etcetera.</p>
Faculty or entity in charge	ILV

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Bachelor : Business Engineering	INGE1BA	5		