

5.00 credits

60.0 h

Q1 and Q2

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	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. The course aims at developing the student's autonomy, more specifically in speaking and writing skills. 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.
Learning outcomes	At the end of this learning unit, the student is able to : • 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	The assessment is continuous: various research projects, individual and group presentations will be required throughout the course. We are also working on the flipped classroom modality, where the student must be present to present their work and give more explanations, answer questions, participate in a possible debate. Simply sending the material for the Flipped Classroom will not be enough. • December mid-term test, S14 at the same course schedule, on Moodle or paper format, Q1 material, plus course vocabulary: 10% of the final grade. June (percentages) • Continuous assessment: 20% of the final grade. • Final written exam in S13, on Moodle, grammar / vocabulary / reading comprehension and listening comprehension: 40% of the final grade. • Final oral exam, work interview based on the personal CV developed during the course, and a real job offer, taking a list proposed by the professor: 30% of the final grade. • There is no feedback at the end of the oral part. The exam ends with a "muchas gracias" from the teacher. • Duration totale: 20 minutes. September: Same procedure as for the June session. • Written exam, on Moodle, grammar / vocabulary / reading comprehension and listening comprehension, written expression, vocabulary: 60% of the final grade. • Oral exam, work interview: 40% of the final grade. • Important: in September, both parts of the exam must be presented. There is no carryover of points from the June session to the September session. Depending on the health situation, the exams could be done remotely.
Teaching methods	We follow the units of the book "Entorno empresarial" and the grammar proposed from the different themes. Grammar is presented through and from authentic texts (grammar in use); interactive classes, role plays, debates on current topics. Vocabulary learning through the contextualization of words. Attendance at the course is essential for the practice of grammatical structures and vocabulary.
Content	This teaching unit consists of working in Spanish on the most common work situations in the Spanish-speaking context.

	Objective and content: mastery of specialized vocabulary and grammar, easy communication, individual and group practical work and openness to Spanish and Latin American cultures. Our aim is to provide personalized support to students. It is essential that they become actors in their learning. The course focuses on communication and also uses a communicative method. Therefore, the elements of the code are not acquired by simply studying vocabulary lists or exclusively structural approaches to grammar. These elements are incorporated into meaningful contexts and grouped according to functional content. These contents are practiced with exercises requiring the development of an integral communicative competence. The teaching materials include very elaborate grammatical frameworks and fixation exercises specific to the structural method, but the typology of exercises and the basic materials are very heterogeneous: articles, debates, songs, role plays, documentaries, films, etc.
Bibliography	· Ética económica y social. Teoría de una sociedad justa. Van PARIJS, P., ARNSPERGER, C. (2002) Paidós Ibérica
Other infos	Moodle: Exercises, announcements, homework descriptions and instructions, planning, etcetera.
Faculty or entity in charge	ILV