



UNIVERSIDAD  
POLITÉCNICA  
DE MADRID

PROCESO DE  
COORDINACIÓN DE LAS  
ENSEÑANZAS PR/CL/001



E.T.S. de Ingenieros de  
Telecomunicacion

# ANX-PR/CL/001-01

## GUÍA DE APRENDIZAJE

### ASIGNATURA

95000111 - Uso Profesional de la Lengua Inglesa

### PLAN DE ESTUDIOS

09IB - Grado en Ingeniería Biomedica

### CURSO ACADÉMICO Y SEMESTRE

2020/21 - Segundo semestre

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### Guía de Aprendizaje

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## 1. Datos descriptivos

### 1.1. Datos de la asignatura

|  |   |
|--|---|
| <b>Nombre de la asignatura</b>             | 95000111 - Uso Profesional de la Lengua Inglesa                 |
| <b>No de créditos</b>                      | 6 ECTS  |
| <b>Carácter</b>                            | Básica  |
| <b>Curso</b>                               | Segundo curso   |
| <b>Semestre</b>                            | Cuarto semestre   |
| <b>Período de impartición</b>              | Febrero-Junio   |
| <b>Idioma de impartición</b>               | Castellano  |
| <b>Titulación</b>                          | 09IB - Grado en Ingeniería Biomedica                            |
| <b>Centro responsable de la titulación</b> | 09 - Escuela Tecnica Superior de Ingenieros de Telecomunicacion |
| <b>Curso académico</b>                     | 2020-21   |

## 2. Profesorado

### 2.1. Profesorado implicado en la docencia

| <b>Nombre</b>                            | <b>Despacho</b> | <b>Correo electrónico</b> | <b>Horario de tutorías *</b>   |
|--|-----------------|---------------------------|--|
| Miguel Sanchez Ibañez<br>(Coordinador/a) | C-204           | miguel.sanchezi@upm.es    | M - 10:00 - 12:00<br>X - 10:00 - 12:00<br>J - 10:00 - 12:00<br>To be confirmed |
| Javier Herrero Ruiz                      | C-204           | javier.herrero@upm.es     | L - 17:00 - 19:00<br>J - 16:00 - 17:00<br>J - 19:00 - 20:00<br>To be confirmed |

\* Las horas de tutoría son orientativas y pueden sufrir modificaciones. Se deberá confirmar los horarios de tutorías

con el profesorado.

### 3. Requisitos previos obligatorios

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#### 3.1. Asignaturas previas requeridas para cursar la asignatura

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- Nivelacion B2 en Lengua Inglesa

#### 3.2. Otros requisitos previos para cursar la asignatura

El plan de estudios Grado En Ingenieria Biomedica no tiene definidos requisitos para esta asignatura.

### 4. Conocimientos previos recomendados

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#### 4.1. Asignaturas previas que se recomienda haber cursado

El plan de estudios Grado en Ingenieria Biomedica no tiene definidas asignaturas previas recomendadas para esta asignatura.

#### 4.2. Otros conocimientos previos recomendados para cursar la asignatura

- CEFRL B2 level in English

## 5. Competencias y resultados de aprendizaje

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### 5.1. Competencias

CE50 - Capacidad de comprender y expresarse de forma oral y escrita en inglés a nivel profesional científico-técnico.

CG13 - Ser capaz de colaborar con grupos internacionales, interdisciplinares y multiculturales.

CG15 - Transmitir la información adquirida, las ideas, los problemas y las soluciones de forma oral y escrita en castellano e inglés.

### 5.2. Resultados del aprendizaje

RA173 - Gran interés por los aspectos que atañen a nuestra sociedad tecnológica actual, tales como las cuestiones de tipo ético, sociológico y político relacionadas con el mundo de la ciencia y la tecnología

RA481 - Students must be familiar with the specific English variety used to talk about biomedical engineering aspects.

RA482 - Students must be able to summarise in English the main points of texts, papers, lectures and discussions about biomedical aspects.

RA487 - Students must be able to understand the main points explained in high-intermediate level English scientific texts and papers.

RA175 - Especial capacidad para la práctica de la comprensión lectora y expresión escrita, aunque, al ser éste un curso de inmersión, también se practican en él la comprensión y expresión oral en inglés del alumno.

RA177 - Que el alumno llegue a ser un lector confiado de textos con un nivel razonable de especialización. Que esté seguro de su propia capacidad de comprensión -que no de intuición- al enfrentarse a las dificultades discursivas de un texto científico-técnico en lengua inglesa.

RA179 - Que el alumno sea capaz de tomar notas y resumir oralmente o por escrito en inglés, el contenido principal de textos, artículos, conferencias, debates y coloquios

RA181 - Que el alumno sea capaz de formular preguntas y pedir información o explicación de aquellos puntos que no entienda en conferencias y debates sobre el mundo de la ingeniería biomédica, o sobre de la ciencia y la tecnología en general

RA172 - Conocer el Inglés para Fines Específicos, es decir, nos servimos de temas del mundo de la ciencia y la tecnología, en especial lo relacionado con las ingeniería biomédica

RA174 - Capacidad para la redacción y debate de estos temas

RA180 - Que el alumno, a medida que va siendo consciente de las convenciones que rigen el inglés escrito, sea capaz de transferirlas a su propia producción lingüística, redactando así textos claros y sencillos en inglés científico-técnico

RA488 - Students must feel confident about their own understanding abilities, being able to read at a speed as close as possible to the one they can reach reading in their own language.

RA483 - Students must be able to ask questions or request information or further explanations about the points they may not understand in lectures and discussions about biomedical engineering aspects.

RA176 - Que el alumno sea capaz de entender el contenido principal de textos y artículos científicos que entrañen un nivel razonable de dificultad en inglés, así como de las conferencias, debates o coloquios sobre aquéllos en general, o sobre ingeniería biomédica.

RA484 - Students must be able to summarise orally the main points of papers, lectures and discussions about biomedical aspects.

RA489 - Students must know the most common features of written technical English, in order to be able to apply them to their own written productions.

RA485 - Students must be able to give an oral presentation about a relevant topic concerning any biomedical aspect.

## 6. Descripción de la asignatura y temario

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### 6.1. Descripción de la asignatura

Theoretical sessions: teachers will present the main linguistic contents in English, which will result in a constant exercise of listening comprehension for the students.

Guided practical sessions: besides theory, a varied range of activities, both individually and in groups, will be carried out. Some of them will be focused on finding mistakes in texts, reading specialized papers and reports, listening exercises and many other tasks related to the understanding and the creation of oral and written texts about biomedical issues.

Practical sessions : in-class debates on controversial ethical issues. Note-taking exercises on listening activities and technical lectures given in English.

Attendance and active participation in seminars and lectures held at the ETSIT de Telecomunicación: students will have to write summaries in English about those events.

Individual and group assignments: students will have to hand in different assignments along the semester, such as summaries, abstracts, essays, descriptions, lab and research reports...

Office hours: they will be organized according to the University regulations in force, and besides that, students will be able to contact their teachers via email. English is welcome as the main language to be used both in emails and during the office hours.

## 6.2. Temario de la asignatura

### 1. General Characteristics of formal academic (scientific) and professional technical writing

#### 1.1. Main Characteristics:

1.1.1. Accuracy, objectivity, clarity, conciseness, organization, correctness, style

1.1.2. Lexical, grammatical, morphosyntactic & functional features

#### 1.2. The writing process:

1.2.1. Phases: Planning phase, Drafting Phase, Revising Phase

1.2.2. Analysis of Purpose, Audience, Register, Tone and Vocabulary

### 2. Technical and scientific style

2.1. Formal vs. informal style: contrastive analysis with technical reports, e-mails, letters and other technical texts

#### 2.2. Clarity, Conciseness and Accuracy:

2.2.1. Providing intra- and inter- paragraph coherence and cohesion: Syntactic cohesion (by the use of referring expressions, substitution and ellipsis) and lexical cohesion (repetition, antonyms and synonyms), transitional words or connectors.

2.2.2. Conciseness: Reduction of adverbial time clauses and relative clauses, avoiding redundant and pompous words, and correct use of effective nominalizations.

2.2.3. Gender issues in writing

2.3. Accuracy: Revision of the most typical grammatical, morphosyntactic and discursive problems when writing in English:

2.3.1. Fragment vs. complete sentence

2.3.2. Subject-verb agreement

2.3.3. Dangling modifiers

2.3.4. Run-on sentences

2.3.5. Non-parallel structure

2.3.6. Active voice vs. passive voice

2.3.7. Nominalizations

### 3. General Overview of academic and technical texts



- 3.1. Structuring the Paragraph
- 3.2. Structuring the Academic and Technical Text
  - 3.2.1. Organizational structure
  - 3.2.2. Deductive vs. inductive organization
  - 3.2.3. Techniques to begin an introduction
  - 3.2.4. Developing Paragraph and Textual Patterns: chronological order, cause-effect, problem-method-solution, general-specific, specific-general, from most to least important, from least to most important, comparison and contrast, enumeration, exemplification.
- 3.3. Rhetorical Functions: Definition, Classification, Physical Description and Process Description
- 3.4. Reading and analysis of different technical texts on topics related to biomedical sciences
4. The Final Project Work: Discourse Organization
  - 4.1. Abstract
  - 4.2. Introduction
  - 4.3. Method
  - 4.4. Results
  - 4.5. Discussion
  - 4.6. Conclusions
5. Other academic and professional documents:
  - 5.1. The Curriculum Vitae
  - 5.2. The Letter of Application / Letter of Motivation
6. Brief introduction to oral communication
  - 6.1. Components and factors of the communication process: Language functions, language styles, register and tone
  - 6.2. General rules of pronunciation, intonation and stress
7. Corporate cultures in biomedical companies
  - 7.1. Corporate cultures and work styles
  - 7.2. Searching for a job
8. The Job Interview
  - 8.1. Selection techniques and types of job interviews

8.2. The structure of the job interview

8.3. Preparation of the job interview

8.4. Practice of job interview in groups

9. Oral presentations

9.1. The elements of a successful presentation: Preparation, audience, eye contact, use of voice and use of time

9.2. The Structure of the Oral Presentation: The introduction, the main body, the end and the delivery

9.3. Practice of an oral presentation (individually or in group)

10. General overview of meetings

10.1. Types of meetings: Informal and formal, brainstorming, decision-making, problem-solving, speed meetings, elevator pitch, job interviews, teleconferencing, etc.

10.2. Characteristics of successful meetings: objectives, preparation, role of participants

10.3. Organizing, chairing and taking part in meetings and discussions

10.4. Holding meetings: practice

## 7. Cronograma

### 7.1. Cronograma de la asignatura \*

| Sem | Actividad presencial en aula  | Actividad presencial en laboratorio | Tele-enseñanza | Actividades de evaluación   |
|-----|---|-------------------------------------|----------------|---|
| 1   | <p><b>Presentación asignatura.</b><br/>Duración: 01:00<br/>LM: Actividad del tipo Lección Magistral</p> <p><b>Tema 1 (1) General Characteristics of formal academic (scientific) and professional technical writing</b><br/>Duración: 01:00<br/>PR: Actividad del tipo Clase de Problemas</p> <p><b>Tema 1 (2) The writing process: - Phases: Planning phase, Drafting Phase, Revising Phase - Analysis of Purpose, Audience, Register, Tone and Vocabulary</b><br/>Duración: 02:00<br/>PR: Actividad del tipo Clase de Problemas</p> |                                     |                | <p><b>Reading exercises</b><br/>TI: Técnica del tipo Trabajo Individual<br/>Evaluación continua<br/>No presencial<br/>Duración: 02:00</p>   |
| 2   | <p><b>Tema 2 Technical and Scientific Style 2.1 Formal vs. informal Style: contrastive analysis with technical documents (reports, letters and other technical texts)</b><br/>Duración: 02:00<br/>PR: Actividad del tipo Clase de Problemas</p> <p><b>Tema 2 Technical and Scientific Style 2.2. Clarity and Conciseness</b><br/>Duración: 02:00<br/>PR: Actividad del tipo Clase de Problemas</p>  |                                     |                |   |
| 3   | <p><b>Tema 2 Technical and Scientific Style 2.3. Accuracy</b><br/>Duración: 02:00<br/>PR: Actividad del tipo Clase de Problemas</p> <p><b>Tema 3 General overview of academic and technical texts: 3.1.Structuring the Paragraph 3.2. Structuring the Academic and Technical Text - Organizational structure - Deductive vs. Inductive organization - Techniques to begin an introduction</b><br/>Duración: 02:00<br/>PR: Actividad del tipo Clase de Problemas</p>   |                                     |                | <p><b>Assignment to assess different aspects concerning the scientific writing style studied in class.</b><br/>EX: Técnica del tipo Examen Escrito<br/>Evaluación continua<br/>No presencial<br/>Duración: 01:30</p>  |
|     | <p><b>Tema 3. General overview of academic and technical texts 3.2 Structuring the Academic and Technical Text - Developing Paragraph and Textual Patterns</b><br/>Duración: 02:00<br/>PR: Actividad del tipo Clase de Problemas</p>  |                                     |                | <p><b>(DEADLINE) Students must attend a lecture or seminar, and write a short essay based on it.</b><br/>PG: Técnica del tipo Presentación en Grupo<br/>Evaluación continua<br/>No presencial<br/>Duración: 04:00</p> |

|   |  |  |  |  |
|---|--|--|--|--|
| 4 | <p><b>Tema 3 General overview of academic and technical texts 3.3.Rhetorical Functions: Definition, Classification, Physical Description and Process Description 3.4. Reading and analysis of different texts on topics related to Biomedical Engineering.</b></p> <p>Duración: 02:00<br/>PR: Actividad del tipo Clase de Problemas</p>  |  |  | <p>Reading and presentation of scientific texts on Biomedical Engineering in order to analyse their target audience, goals, discursive structure, rhetorical functions and models of textual cohesion and consistency.</p> <p>PG: Técnica del tipo Presentación en Grupo<br/>Evaluación continua<br/>No presencial<br/>Duración: 05:00</p> |
| 5 | <p><b>Tema 4. The final Project work: Discourse Organization 4.1. Abstract 4.2. Introduction</b></p> <p>Duración: 02:00<br/>LM: Actividad del tipo Lección Magistral</p> <p><b>Tema 4. The final Project work: Discourse Organization 4.3. Method</b></p> <p>Duración: 02:00<br/>PR: Actividad del tipo Clase de Problemas</p>   |  |  | <p>Exercise on definitions: students must pick the most suitable defining strategy to define each one of the specialized biomedical concepts previously given</p> <p>PG: Técnica del tipo Presentación en Grupo<br/>Evaluación continua<br/>No presencial<br/>Duración: 02:30</p>  |
| 6 | <p><b>Tema 4. The final Project work: Discourse Organization 4.4. Results 4.5. Discussion 4.6. Conclusions</b></p> <p>Duración: 02:00<br/>PR: Actividad del tipo Clase de Problemas</p> <p><b>TEMA 5. Other academic and professional Documents 5.1. The Curriculum Vitae</b></p> <p>Duración: 02:00<br/>PR: Actividad del tipo Clase de Problemas</p>   |  |  |  |
| 7 | <p><b>Tema 5. Other academic and professional Documents 5.2. The Letter of Application and the Letter of Motivation Duración: 02:00</b></p> <p>Duración: 02:00<br/>LM: Actividad del tipo Lección Magistral</p> <p><b>Tema 5. Emailing. Other academic and professional Documents Analysis, evaluation and feedback of the Curricula Vitae and letters of application and Motivation written by students.</b></p> <p>Duración: 02:00<br/>PR: Actividad del tipo Clase de Problemas</p>   |  |  |  |
| 8 | <p><b>Course presentation. Tema 1 (1). Brief introduction to oral communication Components and factors of the communication process: language functions, language styles, register and tone.</b></p> <p>Duración: 02:00<br/>LM: Actividad del tipo Lección Magistral</p> <p><b>Tema 1 (2). Tone in oral communication: purpose, nature of the message, power relations between speakers. Types of tone: diplomatic, tentative, coercive, persuasive, etc.</b></p> <p>Duración: 01:30<br/>PR: Actividad del tipo Clase de Problemas</p> <p><b>Pronunciation</b></p> |  |  |  |

|    |  |  |  |   |
|----|--|--|--|---|
|    | Duración: 00:30<br>PR: Actividad del tipo Clase de Problemas   |  |  |   |
| 9  | <p><b>Tema 2 (1). Corporate Culture in the biomedical Industry: Corporate Culture and Work Styles.</b><br/>Duración: 01:30<br/>PR: Actividad del tipo Clase de Problemas</p> <p><b>Pronunciation</b><br/>Duración: 01:00<br/>PR: Actividad del tipo Clase de Problemas</p> <p><b>Tema 2 (2). Corporate Culture in the Biomedical Industry: Searching for a job</b><br/>Duración: 01:30<br/>PR: Actividad del tipo Clase de Problemas</p>         |  |  |   |
| 10 | <p><b>Tema 3 (I) The Job interview. Selection techniques and types of job interviews</b><br/>Duración: 01:30<br/>PR: Actividad del tipo Clase de Problemas</p> <p><b>Pronunciation</b><br/>Duración: 00:30<br/>PR: Actividad del tipo Clase de Problemas</p> <p><b>Tema 3 (II) The Job interview. The structure of the job interview. Preparation of the job interview</b><br/>Duración: 02:00<br/>PR: Actividad del tipo Clase de Problemas</p> |  |  | <p><b>Abstract writing</b><br/>PG: Técnica del tipo Presentación en Grupo<br/>Evaluación continua<br/>No presencial<br/>Duración: 02:00</p>   |
| 11 | <p><b>Tema 3 (III) The Job interview. Preparation of the job interview. Practice of job interview in groups</b><br/>Duración: 02:00<br/>AC: Actividad del tipo Acciones Cooperativas</p> <p><b>Tema 4. Oral presentations (I). Structure</b><br/>Duración: 02:00<br/>PR: Actividad del tipo Clase de Problemas</p>   |  |  | <p><b>Presentation about different aspects concerning job interviews</b><br/>PG: Técnica del tipo Presentación en Grupo<br/>Evaluación continua<br/>Presencial<br/>Duración: 00:00</p>  |
| 12 | <p><b>Tema 4. Oral presentations (II). Elements of a successful presentation.</b><br/>Duración: 02:00<br/>PR: Actividad del tipo Clase de Problemas</p> <p><b>Tema 4. Oral presentations (III). Delivery of the presentation.</b><br/>Duración: 02:00<br/>PR: Actividad del tipo Clase de Problemas</p>  |  |  | <p><b>DEADLINE Recording of a job interview</b><br/>PG: Técnica del tipo Presentación en Grupo<br/>Evaluación continua<br/>Presencial<br/>Duración: 02:00</p> <p><b>Preparation of an oral presentation</b><br/>PG: Técnica del tipo Presentación en Grupo<br/>Evaluación continua<br/>Presencial<br/>Duración: 03:00</p> |
| 13 | <p><b>Tema 5 (I):General overview of meetings: Types of meetings.</b><br/>Duración: 02:00<br/>PR: Actividad del tipo Clase de Problemas</p>  |  |  | <p><b>Oral presentations</b><br/>PG: Técnica del tipo Presentación en Grupo<br/>Evaluación continua<br/>Presencial<br/>Duración: 03:00</p>  |

|    |   |  |  |  |
|----|---|--|--|--|
| 14 | <p><b>Tema 5 (II): General overview of meetings: Characteristics of successful meetings: objectives, preparation, role of participants</b><br/>Duración: 02:00<br/>PR: Actividad del tipo Clase de Problemas</p> <p><b>Tema 5 (III): General overview of meetings: Organizing, Chairing and Taking Part in Meetings and Discussions</b><br/>Duración: 02:00<br/>PR: Actividad del tipo Clase de Problemas</p> |  |  | <p><b>Preparation of a role-play about job meetings</b><br/>TG: Técnica del tipo Trabajo en Grupo<br/>Evaluación continua<br/>Presencial<br/>Duración: 03:00</p>   |
| 15 |   |  |  | <p><b>Roleplay about job meetings</b><br/>PG: Técnica del tipo Presentación en Grupo<br/>Evaluación continua<br/>Presencial<br/>Duración: 02:00</p>  |
| 16 |   |  |  | <p><b>Continuous assessment exam</b><br/>EX: Técnica del tipo Examen Escrito<br/>Evaluación continua<br/>Presencial<br/>Duración: 02:00</p>  |
| 17 |   |  |  | <p><b>Final exam consisting of two parts: written (with reading, writing and grammar exercises, 60% of the final grade) and oral (with a 6/8-minute presentation and a short interview, 40% of the final grade).</b><br/>EX: Técnica del tipo Examen Escrito<br/>Evaluación sólo prueba final<br/>Presencial<br/>Duración: 03:00</p> |

Para el cálculo de los valores totales, se estima que por cada crédito ECTS el alumno dedicará dependiendo del plan de estudios, entre 26 y 27 horas de trabajo presencial y no presencial.

\* El cronograma sigue una planificación teórica de la asignatura y puede sufrir modificaciones durante el curso derivadas de la situación creada por la COVID-19.

## 8. Actividades y criterios de evaluación

### 8.1. Actividades de evaluación de la asignatura

#### 8.1.1. Evaluación continua

| Sem. | Descripción   | Modalidad                                  | Tipo          | Duración | Peso en la nota | Nota mínima | Competencias evaluadas |
|------|---|--|---------------|----------|-----------------|-------------|------------------------|
| 1    | Reading exercises   | TI: Técnica del tipo Trabajo Individual    | No Presencial | 02:00    | %               | / 10        |                        |
| 3    | Assignment to assess different aspects concerning the scientific writing style studied in class.  | EX: Técnica del tipo Examen Escrito        | No Presencial | 01:30    | 10%             | 5 / 10      | CG15<br>CE50           |
| 4    | (DEADLINE)<br>Students must attend a lecture or seminar, and write a short essay based on it.   | PG: Técnica del tipo Presentación en Grupo | No Presencial | 04:00    | %               | / 10        |                        |
| 4    | Reading and presentation of scientific texts on Biomedical Engineering in order to analyse their target audience, goals, discursive structure, rhetorical functions and models of textual cohesion and consistency. | PG: Técnica del tipo Presentación en Grupo | No Presencial | 05:00    | %               | / 10        |                        |
| 5    | Exercise on definitions: students must pick the most suitable defining strategy to define each one of the specialized biomedical concepts previously given  | PG: Técnica del tipo Presentación en Grupo | No Presencial | 02:30    | 10%             | 5 / 10      | CG15<br>CE50           |
| 10   | Abstract writing  | PG: Técnica del tipo Presentación en Grupo | No Presencial | 02:00    | 10%             | 5 / 10      | CG15<br>CE50           |
| 11   | Presentation about different aspects concerning job interviews  | PG: Técnica del tipo Presentación en Grupo | Presencial    | 00:00    | %               | / 10        |                        |
| 12   | DEADLINE<br>Recording of a job interview  | PG: Técnica del tipo Presentación en Grupo | Presencial    | 02:00    | %               | / 10        |                        |

|    |   |  |            |       |     |        |                      |
|----|---|--|------------|-------|-----|--------|----------------------|
| 12 | Preparation of an oral presentation           | PG: Técnica del tipo Presentación en Grupo | Presencial | 03:00 | %   | / 10   | CG13                 |
| 13 | Oral presentations                            | PG: Técnica del tipo Presentación en Grupo | Presencial | 03:00 | 10% | 5 / 10 | CG13<br>CG15<br>CE50 |
| 14 | Preparation of a role-play about job meetings | TG: Técnica del tipo Trabajo en Grupo      | Presencial | 03:00 | %   | / 10   |                      |
| 15 | Roleplay about job meetings                   | PG: Técnica del tipo Presentación en Grupo | Presencial | 02:00 | %   | / 10   |                      |
| 16 | Continuous assessment exam                    | EX: Técnica del tipo Examen Escrito        | Presencial | 02:00 | 60% | 5 / 10 | CG13<br>CG15<br>CE50 |

### 8.1.2. Evaluación sólo prueba final

| Sem | Descripción  | Modalidad                           | Tipo       | Duración | Peso en la nota | Nota mínima | Competencias evaluadas |
|-----|--|-------------------------------------|------------|----------|-----------------|-------------|------------------------|
| 17  | Final exam consisting of two parts: written (with reading, writing and grammar exercises, 60% of the final grade) and oral (with a 6/8-minute presentation and a short interview, 40% of the final grade). | EX: Técnica del tipo Examen Escrito | Presencial | 03:00    | 100%            | 5 / 10      |                        |

### 8.1.3. Evaluación convocatoria extraordinaria

| Descripción  | Modalidad                           | Tipo       | Duración | Peso en la nota | Nota mínima | Competencias evaluadas |
|--|-------------------------------------|------------|----------|-----------------|-------------|------------------------|
| Final exam consisting of two parts: written (with reading, writing and grammar exercises, 60% of the final grade) and oral (with a 6/8-minute presentation and a short interview, 40% of the final grade). | EX: Técnica del tipo Examen Escrito | Presencial | 03:00    | 100%            | 5 / 10      |                        |



## 8.2. Criterios de evaluación

### 7.2 Evaluation criteria

Students will be qualified through continuous evaluation by default. According to the Normativa de Evaluación del Aprendizaje de la Universidad Politécnica de Madrid, students willing to renounce to continuous evaluation must hand in a form at the Secretariat of the ETSIT with the resignation to pass the subject through continuous evaluation and also send it by email to the coordinator of the subject before the 30th September in the first semester and the 28th February in the second semester.

Evaluation will assess if students have acquired all the competences of the subject. Thus, evaluation through final assessment will be carried out considering all the evaluation techniques used in continuous evaluation (EX, ET, TG, etc.), and will be celebrated in the exam period approved by Junta de Escuela for the current academic semester and year. Evaluation activities that assess learning outcomes that cannot be evaluated through a single exam can be carried out along the semester.

Extraordinary examination will be carried out exclusively by the final examination method.

Continuous evaluation criteria.

The course will be assessed applying some of the following criteria:

Mandatory individual or group assignments, class attendance and active participation (40%),

Written exam(s) regarding the theoretical and practical aspects of the course contents (60%). There could be two written exams (a first mid-term test = 20% and a second final test at the end of the semester = 40%). Midterm exams could be substituted by an assignment.

NOTE: tests might be carried out independently or jointly, combining some of them in a single test/exam.

A minimum 50% is required in the final written test to pass the course.

Should there be a first mid-term examination, students should obtain a minimum mark of 5 out of 10 in order to continue opting for continuous evaluation. Otherwise, students should take the final exam.

Class attendance is compulsory. A maximum of 3 justified absences are allowed.

Only those students who have attended the course on a regular basis and who have taken part in all the activities and handed in all the proposed assignments are entitled to be assessed through continuous evaluation.

Criteria for the assessment through final examination

The course will be evaluated applying the following criteria:

Final examination: 100%

Submitting a resignation form at the Students' Office (Secretaría de alumnos) or via an e-mail addressed to the course coordinator expressly giving up continuous assessment during the first three weeks after the course begins.

Those students opting for continuous assessment who do not fit the requirements (3 or more absences, not handing in compulsory assignments and/or not passing the first mid-term exam, etc.) will not be admitted to the continuous assessment exams and should opt for the final examination.

## 9. Recursos didácticos

### 9.1. Recursos didácticos de la asignatura

| Nombre   | Tipo         | Observaciones  |
|--|--------------|--|
| Bailey, S.                                     | Bibliografía | (2010) Academic Writing. A Handbook for International Students. Second Edition. Routledge. |
| Bombardó Solés, C., Aguilar, M.<br>Barhona, C. | Bibliografía | (2008) Technical Writing Guide for Effective Communication. Ediciones UPC.                 |
| Briger, N. & A. Pohl                           | Bibliografía | (2002) Technical English Vocabulary and Grammar. Summertown Publishing. Oxford.            |
| Clandfield, L. & A. Jeffries                   | Bibliografía | (2012): Advanced Coursebook Global. Macmillan.   |

|                                       |              |  |
|---------------------------------------|--------------|--|
| De Chazal, E. & J. Moore              | Bibliografía | (2013) Oxford EAP Advanced/C1. A course in English for Academic Purposes. Oxford University Press.   |
| Doherty, M., Knapp, L., and Swift, S. | Bibliografía | (1987): Write for Business. Skills for effective Report Writing in English. Longman.<br />   |
| Dudley-Evans, T. St. John. M.J.       | Bibliografía | (1998) Developments in English for Specific Purposes. Cambridge University Press.  |
| Duque García, MM                      | Bibliografía | (1993) The Academic Writer's Handbook. 2ª edición. Servicio de Publicaciones de la ETSI de Telecomunicación.                                   |
| Duque García, MM                      | Bibliografía | (2000) Manual de Estilo: El Arte de Escribir en Inglés científico-técnico. ITP Paraninfo.  |
| Duque, MM. y A. Ibañez                | Bibliografía | (1994): English Texts for Telecommunication Engineering. 2ª edición. Servicio de Publicaciones de la ETSI de Telecomunicación.                 |
| Kenneth J. Pakenham                   | Bibliografía | (2004) Making Connections High Intermediate. A Strategic Approach to Academic Reading and Vocabulary, 2nd Edition. Cambridge University Press. |
| Markel, MH.                           | Bibliografía | (1992): Technical Writing, Situations and Strategies. 3rd Edition. St. Martin's Press. New York.   |
| McCormack, J & J. Slaght              | Bibliografía | (2006) Extended Writing & Research Skills. University of Reading. Garnet Education.  |
| Remacha Esteras, S.                   | Bibliografía | (2007): Professional English in Use. CUP. Cambridge, England.  |
| Swales, J. M. & Ch. Feak              | Bibliografía | (2012) Academic Writing for Graduate Students, Essential Tasks and Skills, 3rd Edition. University of Michigan Press.                          |
| BBC                                   | Recursos web | <a href="http://www.bbc.co.uk/">http://www.bbc.co.uk/</a>  |
| Breaking News (listening)             | Recursos web | <a href="http://www.breakingnewsenglish.com/">http://www.breakingnewsenglish.com/</a>  |

|   |              |  |
|---|--------------|--|
| English Grammar and Vocabulary          | Recursos web | <a href="http://www.nonstopenglish.com/Default-001.aspx">http://www.nonstopenglish.com/Default-001.aspx</a>              |
| Linguee                                 | Recursos web | <a href="http://www.linguee.es/">http://www.linguee.es/</a>  |
| Merriam Webster Dictionary              | Recursos web | <a href="http://www.merriam-webster.com/">http://www.merriam-webster.com/</a>  |
| Oxford Collocations Dictionary          | Recursos web | <a href="http://oxforddictionary.so8848.com/">http://oxforddictionary.so8848.com/</a>                                    |
| Oxford Learner's Dictionary             | Recursos web | <a href="http://www.oxfordlearnersdictionaries.com/">http://www.oxfordlearnersdictionaries.com/</a>                      |
| TED Talks                               | Recursos web | <a href="http://www.ted.com/talks">http://www.ted.com/talks</a>  |
| Wordreference Dictionaries              | Recursos web | <a href="http://www.wordreference.com/">http://www.wordreference.com/</a>  |
| Beaumont, D.& C. Granger                | Otros        | (1989): The Heinemann English Grammar. Heinemann. London.  |
| Collins Cobuild English Grammar.        | Otros        | (1990). Birmingham University International Language Database. Collins ELT.  |
| De Devitiis, L. Mariani & K. O'Malley   | Otros        | (1989): English Grammar for Communication. Longman.  |
| Thomson, A.J. & A. V. Martinet          | Otros        | (1986): A Practical English Grammar. OUP   |
| Ribes, R. et al.                        | Bibliografía | (2009). English for Biomedical Scientists. Heidelberg/London/NY: Springer.   |
| Chrimes, J.                             | Bibliografía | (2015). English for Biomedical Science. Reading: Garnet  |
| English for the pharmaceutical industry | Bibliografía | Bucheler, M, K. Jähmig, G. Matzig & T. Weindler. (2010) English for the Pharmaceutical Industry. Oxford University Press |
| Medicine 2                              | Bibliografía | McCarter, Sam. (2010). Medicine 2. Oxford English for Careers. Oxford University Press.                                  |

## 10. Otra información

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### 10.1. Otra información sobre la asignatura

Nota 1.- Students must choose between doing a final exam during the 15th week or doing a continuous assessment test and submitting all the compulsory assignments during the term, within the deadlines established by the teachers, normally during the first month of class

Nota 2.- The timeline included in this guide is a preliminary planning of the contents which may be modified along the semester.

Nota 3.- In order to calculate properly the number of hours each student must dedicate to the course, the activities which last several weeks have been included only once in the timeline.

Nota 4.- The course will be taught in English.

Nota 5.- Concerning the SDG, along the present course students will learn and practice the following contents, allocated along the 15 weeks of teaching:

SDGs N° 4 on Education, N° 5 on Gender Equality, N° 7 on Energy, and N° 9 on Industry, innovation and infrastructures, will be analyzed and applied by:

1- Increasing the number of citizens with the necessary technical and professional competences to access a fair employment and entrepreneurship (SDG 4)

2- Enabling all students to be able to acquire enough technical and professional knowledge to promote a sustainable development as present students and future professionals (SDG 4)

3- Providing content related to Corporate cultures of biomedical companies and Job searching with a special focus on green companies (SDG 13) and gender equality (SDG 5). SDGs N° 3 on Health, N°4 on Education, N° 7 on Energy, N° 9 on Industry, innovation and infrastructures, N° 11 on sustainable and smart cities, and N° 13 on Climate Change will be studied and applied by providing students with a list of topics related to the aforementioned SDGs so that their oral presentations will be elaborated including these SDGs.

Here below, can be seen some of the related topics, among other ones:

The application of robots to innovate in medicine and to achieve a more sustainable practice.

The application of Information and Communication Tools to improve and achieve a sustainable health care system, or to contribute to face and control pandemia such as the COVID-19 one, or their applications to innovate in the agriculture sector and the education sector with special focus on underdeveloped countries, etc.