

CORPORACIÓN UNIVERSITARIA REMINGTON – CURRÍCULO DE ASIGNATURA

1. GENERAL VISION

1.1 BASIC DATA:

Program: Crosscurricular Subject

Signature: English III

Semestre o nivel	No. de créditos	Horas Tutoría	Horas independientes	Total horas
03	2	20	76	96

1.2 INTRODUCTION

Nowadays the new trends in communication and education have worked together to obtain the conception of a globalized world. There is one powerful tool a human being has to have to be a competent person in such a wonderful world and it is the capacity of language.

This 3rd semester English curriculum will be taken as a way of building knowledge and performing a language presented in a contextualized way since it will be focused on the development of abilities needed to cope up with different situations related to the students' professional life.

1.3 RELEVANCE

The rate of growth in a world of changes has made people realise the importance of being updated and able to develop different skills which can permit the good performance in the labor life and also fulfill the society needs. These skills are in line with some competences a human being has to accomplish with three essential elements to become a professional in his/her area. The three elements are: the knowledge, the performance in a contextualized situation, and the attitude towards such situations. Apart from this, the English language is the universal language for such globalized world what permits to say that this is the reason why the English language acquisition is important.

The creation of this syllabus is of great impact to the person who is learning a foreign language in purposes such as being a competent worker, in business and in technological systems and develop the components of linguistic, sociolinguistic and pragmatic competences.

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1.4 COMPETENCES ACCORDING TO THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES

- 1.4.1 Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- 1.4.2 Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- 1.4.3 Can produce simple connected text on topics which are familiar or of personal interest.
- 1.4.4 Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVE

- Improve an overall ability in speaking, reading, listening and writing. As well as develop understanding of English grammar and pronunciation, and expand the range of vocabulary to face every day English situations.

1.5.2 SPECIFIC OBJECTIVES.

- Become more confident and flexible at communicating in English taking an active part in the learning process and living the language in a natural way.
- Broaden the knowledge needed to be competent in different contexts as well as the abilities to speak, listen, read, and write in English.



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1.6 REQUIREMENTS

According to the importance of the English curriculum into the different careers offered by the Corporación Universitaria Remington, The English area has been established as a cosscurricular subject to be part of all the activities planned in the other areas. That is why; it assumes the subject as a constant process of learning. Saying this, it is important that at this stage of the process the students have a basic knowledge of the language, that is, according to the Common European Framework, a A2 level, which covers the ability to understand expressions and everyday phrases, such as; personal information, family life, expressions related to places in the neighborhood, professions, etc. The ability of communicate in such situations in a simple but fluent way, when it is able to exchange information about familiar matters. Also the ability to describe in a basic way, the past experiences and the future plans. Finally, it is also necessary to have at least a number of 250 words related to the basic vocabulary gained during the previous English courses.



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1.7 DIAGRAM

Area		Education Level		Objectives			
Global	Specific			General		Specifics	
Foreing Language	English		Perceptive		Explore		Explore
					Discover		Discover
		x	Aprehensive	x	strengthen	x	Be
					Analyze	x	Spand
			Comprehensive		Explain		Explain
					Predict		Predict
					Suggest		Suggest
			Integrative		Change		Change
					Use		Use
					Assess		Assess
Methodological Indicators							
Porpuse of the Formation			Conceptual basis				
			Fundamentación procedimental (no sé cómo traducirlo)				
		x	Application in the specific Knowledge				
Abilities to develop		x	Interpreting				
			Argument				
			Propositivas (no sé cómo traducirlo)				
Knowlegde use		x	Ability to represent				
		x	Ability to recognize equivalences				
			Capacity to remember objects and its properties				
Use of Procedures			Ability and skill to use equipment				
			Ability and skill to use routine procedures				
			Ability and skill to use complex procedures				

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2 UNITS

All the units will have a conversation, a vocabulary chart, a grammar point, a listening exercise or video link, and a written or production part as well as a "Remember" chart to practice expressions.

2.1 UNIT 1 YOUR FACE IS FAMILIAR TO ME!

- **Topic 1: Good to see you again!**

This topic will cover subtopics related to welcoming the students back. This is by means of reading and performing conversations about their job, the university, and their workplaces. A vocabulary chart, to practice the vocabulary related to these situations, and the study of them in context. Practice of the structure used for talking about every day activities, and descriptions of places. The listening part would be heading by some videos, and website links, and the production of the students' knowledge will be set by making presentations, simulating conversations and integrating language to their real life by learning everyday expressions with some phrasal verbs.

- **Topic 2: Are you kidding?**

Here it will be covered the routine, the leisure activities, some sports, comparatives, interests and free time, entertainment which covers books and movies. The first stage is a conversation about this topic, the vocabulary chart and some grammar points about comparatives, relative clauses, and reflexive pronouns. The listening part would be the listening of a person describing a place, or the listening of a conversation where there is a discussion because the characters are comparing places. There will be some didactic proposal or activities to practice comparisons and relative clauses, such as, guessing and miming, guessing the name of the book, movie, or place by saying descriptions using relative clauses, a round table to discuss and compare movies, etc.

- **Topic 3: It's been a long time!**

The topic would be unleashed by practicing the past habits, past experiences, childhood, and memories. The first step would be the conversation about past experiences, then a grammar point to practice the structures: used to, present perfect, and some connectors. Then a vocabulary chart to learn new words. The



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listening part with some video links about past life, and the production of the students would be developed through a questionnaire and the written activity of creating an email to a pen pal telling him/her about an experience in the past; it can be the last vacations, a good memory, or the last Christmas.

- **Topic 4: How much do you know about...?**

This topic will cover the monuments and wonders around the world, and speaking about people in the past, some inventors, writers, or famous people who already died. The first part would be developed by reading a conversation about a great inventor, and two people speaking about him. The vocabulary chart will bring some expressions related to wonders around the world. The grammar chart will have a short explanation of the passive voice and other connectors. The listening part will be set by the watching of a video which describes the 7 Wonders of the world. And the production part will be related to a presentation about one of the Seven Wonders.

2.2 UNIDAD 2 Don't miss the boat!

- **Topic 1 I wish I could...**

This topic will cover some subtopics related to dreams, hopes and ambitions. It will also encourage students to give opinions and express their feelings about something after they read the conversation. In the vocabulary chart, the students will learn vocabulary related to interests and careers. The grammar point will contain the structure for "wish", the conditionals 2nd and 3rd as well as a review of Zero and 1st conditional. The listening part will have a conversation simulating two people speaking about professional interests. And in the production part, the students will have to answer questions about professional interests and regrets.

- **Topic 2 Hit the road!**

Here we're going to study the topics about travel, tourism, vacations, and future plans. The first conversation would be a guide for speaking about travel intentions. The vocabulary chart would be related to traveling and the grammar point about some modal auxiliaries for necessity and suggestions as well as some phrasal verbs or expressions related to traveling. The listening part would be a video link about people traveling and some exercises to be completed by the students as a production part.

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- **Topic 3: What are the advantages and disadvantages?**

Here we are going to talk about the pollution and the environment, as well as the internet language and some technology. The first conversations related to one of these topics, the vocabulary chart about environment and internet language, and the grammar point about reported speech, tag questions, some intensifiers, and other phrasal verbs. The listening part will be set by the listening of a video which shows the advantages and disadvantages of the technology related to the nature. Then there is going to be presented an exercise about answering questions related to the previous video. There is also a didactic proposal about a round table discussing these topics and making agreements and disagreements.

- **Topic 4: What's your excuse?**

The last topic of this curriculum is about the modals where the students will study: complaints, requests, making invitations, excuses, apologies, and health problems where they will give recommendations. In the conversation part, there will be a dialogue which shows how the language functions for each situation. The vocabulary chart will have expressions related to this topic, and the grammar point will be focused on direct and indirect questions. The listening part will have a video that illustrates these situations. The production part will be focused on answering invitations, making ones, and giving recommendations as well as making questions in an indirect way.

3 SUMMARY

3.1 RELATION WITH OTHER SUBJECTS

Since the English is a crosscurricular subject for all the careers at Corporación Universitaria Remington, the relation with other topics is huge. There is a need of transforming all the background the students already have in their mother tongue to a foreign language, in this case, the English language. The specific topics are going to be related to the everyday life, the career and the professional life, its description and vocabulary, technology and education.

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3.2 SOURCES

3.2.1 Bibliography sources

Vélez White, C. (2006): Estándares básicos en competencias extranjeras. Formar en lenguas extranjeras: el reto, Colombia. ISBN: 978-958-691-292

Goullier, F. (2007): Council of Europe tools for language Teaching. Common European Framework and portfolios. ISBN 2-278-06116.

3.2.2 Digital and electronic sources

Illinois, USA. (2008). The center of writing studies. Grammar handbook*. Recuperado el 19 de febrero de 2012, del sitio Web de <http://www.cws.illinois.edu/workshop/writers/>

Practice test at B1 level. (s.f.). Recuperado el 19 de febrero de 2012 de <http://www.examenglish.com/CEFR/B1.htm>

Online grammar handbooks. (s.f.). Recuperado el día 18 de febrero de 2012 de <http://www.rong-chang.com/grammar.htm>

*Free online handbook.

4 METHODOLOGY

4.1 PRESENCIAL

This methodology is based on the studio of the essential characteristics and the laws that govern the contents subject. Here is possible to develop a dynamic work exploration in the main objectives, its concepts and its effectiveness. Also a fieldwork.

The different environments where the student interacts outside of the classroom are related to the Globazation and in the same way, they forget the paradigm. The methodology must be in a practical way, principally it must have and seductive action that combines technological elements, experience and concepts.

We will make the most of the face to face tutorial session to explain the theoretic requirements, making some examples to help, comprehend the method use to solve

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the different problematic situations that can be involved in the process. We will suggest tasks which will permit to increase the level of difficulty going and carry out assignments in groups or individually; in person or virtual educational consultancy.

4.2 DISTANCE

Means

Texts: They are well-defined in the Bibliography suggested by the course and the module that has been elaborated by a thematic expert.

Bibliographic links: in the modules, it normally appears as a way of several texts names, with their corresponding authors, by means of those is possible to complement the information. Additionally, there are bibliographic references from internet.

Activities guides: each professor designs the subject plan, by means of that the thematic and time are articulated, in such a way the results give us an answer to the training process on the basis of academics credits.

Technologic: the audiovisual resources El Centro de Atención Tutorial have are used to watch video information, audio o virtual. Computer rooms: in accordance to the subject.

The mediations

The mediations established at Corporación Universitaria Remington, for the development of the learning process to distance are the following:

Face-to-face tutorship: it is the most important mediation in the process, for many reasons, one of them is: it is meaningful for students and tutors and it tries to preserve the face-to-face and semi-schooling curriculum nature.

Virtual tutorship: that mediation meets tools like the computer and the Remington virtual platform. Thus, those instruments could be functional and effective. To apply that mediation the CAT gives to the tutors the computers room for their communication with the students, under the Dirección de Educación a Distancia supervision and its pedagogical and administrative guidelines. This kind of tutorship will be punctual and negotiated between students and tutors, this happens because

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our modality is a distance modality and it is not virtual, that one will be only a support.

5. ASSESSMENT

The assessment process has as principal purpose: the understanding of the knowledge, for that reason is relevant determinate what the previous concept that the apprentices have is. Then in the last part of the subject will be possible to measure the knowledge that the students have finished and the competences that they have achieved which make them use these abilities in their labor and personal life.

According with the Corporación Universitaria Remington criteria, we have to keep the self-assessment and co-assessment in mind, for that reason 100% of the assessment belong to the 10%.

ASSESSMENT TIME	PERCENTAGE	TYPE OF ASSESSMENT
First mid-term exam:	20%	First oral presentation
Second mid-term exam:	20%	Written exam
Monitoring:	30%	Conversations, workshops, interviews, exercises in class
Co assessment:	10%	Co-evaluación
Final Exam:	20%	Written and oral exam

The arithmetic average of the grades in the indicated evaluation process will give the final result for the academic performance in the subject.