

## CORPORACIÓN UNIVERSITARIA REMINGTON – CURRÍCULO DE ASIGNATURA

### 1. GENERAL VISION

#### 1.1 BASIC DATA:

**Program:** Crosscurricular Subject

**Signature:** English IV

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

#### 1.2 INTRODUCTION

The students of the XXI century are characterized by the ability of using their critical thinking to apprehend of the reality. In a globalized world we need students able to adapt, act and react, and this is not an isolated issue in the English language, the objective of the new trend in education is to work assuming the reality around us.

This 4th English curriculum will lead the students to cope up with different situations related to their personal needs and also the world needs, discussing topics in relevance nowadays, and which have to do with a consuming world.

#### 1.3 RELEVANCE

The rate of growth in a world of changes has made people realize 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 which 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 with the purpose of 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 ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.

1.4.2 Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.

1.4.3 Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

1.4.4 Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.

### **1.5 OBJECTIVES**

#### **1.5.1 GENERAL OBJECTIVE**

- Expand students' communicative competence through real situations uses, so that the students can develop their critical thinking skills in English.

#### **1.5.2 SPECIFIC OBJECTIVES.**

- Understand the principal idea of a text and explain a viewpoint on a typical issue.
- Improve the fluency at speaking participating in debates and activities where it would be necessary to interact.

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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 to be 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 B1 level, which assumes that the student can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken and can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and 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			Global		Specific	
Foreing Language	English		Perceptive	x	Explore		Explore
					Discover		Discover
		x	Aprehensive		strengthen		Be
					Analyze		Spand
			Comprehensive		Explain		Explain
					Predict	x	Predict
					Suggest	x	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	Interpretation				
			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 IT'S A MATTER OF PERSONALITY

- **Topic 1: Personal cares**

This topic will cover subtopics related to health and illness, body care, and sports. A vocabulary chart, to practice the vocabulary related to the care of the body, and its study in real situations. Practice of the structure used for talking about personal cares, such as, mixed conditionals, modal verbs, gerunds and infinitives. The listening part would be heading by some videos, and website links, and the production of the students' knowledge will be set by describing how they care their health and body in a round table, simulating conversations at the gym or at the hospital.

- **Topic 2: Intellectual care**

Here it will be covered the education, schools, personal qualities, relationships, abilities for arts and crafts and intellectual and artistic pursuits. The first stage is a conversation about this topic, the vocabulary chart and some grammar points about prepositions with ing, adjectives with ing. The listening part would be the watching of a video where a skillful person is described. There will be some didactic proposal or activities to practice abilities and qualities, such as, a round table, or a redaction of essays about these topics.

#### 2.2 UNIT 2 ¿WHAT ARE THE WORLD ISSUES?

- **Topic 1: A consuming world**

This topic will cover some subtopics related to the environment, consumer complaints, technology, and services. It will also encourage students to give opinions and express their thoughts about these topics after they read the conversation of two people discussing a bad service in a store. In the vocabulary chart, the students will learn vocabulary related to consuming and services. The grammar point will contain the structure for time clauses, adverbial clauses and connectors. The listening part will have a conversation simulating two people speaking about the good or bad



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service in a place. And in the production part, the students will have to make a presentation of how to deal with customers and how to offer a good service.

- **Topic 2: Are we in problems?**

Here we're going to study the topics about world issues and crime and punishment. The first conversation would be related to a specific problem, for example, the guerrilla, the violation of rights, the drug dealers in Colombia, etc. The vocabulary chart would be related to common world issues and the grammar point would be about word formation and some phrasal verbs. The listening part would be a movie of violation of rights in India, then the production part will be to make a summary of the movie and in a simulative court, play roles to practice the vocabulary.

- **Topic 3: After graduation, what?**

Here we are going to talk about the job interviews and the meetings, how to write a good resume and be prepare for the job. The first conversation will be related to a job interview, the vocabulary chart will have some common expressions or phrasal verbs, and the grammar point will be about narrative tenses, and nouns with ing. The listening part will be set by the listening of a video link which shows a job interview in real life. Then there is going to be presented an exercise about answering questions related to the previous video. There is also a didactic proposal about role plays where one student is an interviewer and the other is an interviewee.

## **3 SUMMARY**

### **3.1 RELATION WITH OTHER SUBJECTS**

The English language is presented as a crosscurricular subject for all the careers at Corporación Universitaria Remington. This relationship involves the subjects work together in complementing the professional life of the students. According to that, it is necessary to present the subject in a way that it can be useful for their careers, and that is why this curriculum will present topics related to the changes of the world in terms of economy, 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 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.



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



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### 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.