

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 in hand with 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 and a well-prepared for the future 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 in purposes such as being a competent worker, in business and in technological systems and develop the components of linguistic, sociolinguistic and pragmatic competences.



CORPORACIÓN UNIVERSITARIA REMINGTON – CURRÍCULO DE ASIGNATURA

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

- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- 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.
- 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 in English.

1.5.2 SPECIFIC OBJECTIVES.

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

CORPORACIÓN UNIVERSITARIA REMINGTON – CURRÍCULO DE ASIGNATURA

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 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.



CORPORACIÓN UNIVERSITARIA REMINGTON – CURRÍCULO DE ASIGNATURA

1.7 ESQUEMA

Área		Nivel de Formación		Objetivos			
Global	Específica			General		Específicos	
Lenguas extranjeras	Inglés		Perceptual	x	Expandir		Explorar
					Describir		Describir
		x	Aprehensivo		Afianzar		Ser
					Analizar		Expandir
			Comprensivo		Explicar		Explicar
					Predecir	x	Entender
					Proponer	x	Mejorar
			Integrativo		Modificar		Modificar
					Utilizar		Confirmar
					Evaluar		Evaluar
Indicadores Metodológicos							
Propósito de Formación			Fundamentación conceptual				
			Fundamentación procedimental				
		x	Aplicación en el saber específico				
Competencias a Desarrollar		x	Interpretativas				
			Argumentativas				
			Propositivas				
Uso del Conocimiento		x	Capacidad para representar				
		x	Capacidad para reconocer equivalencias				
			Capacidad para recordar objetos y sus propiedades				
Uso de Procedimientos			Habilidad y destreza para usar equipos				
			Habilidad y destreza para usar procedimientos de rutina				
			Habilidad y destreza para usar procedimientos complejos				

CORPORACIÓN UNIVERSITARIA REMINGTON – CURRÍCULO DE ASIGNATURA

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.

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.

2.1 UNIDAD 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

CORPORACIÓN UNIVERSITARIA REMINGTON – CURRÍCULO DE ASIGNATURA

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.

CORPORACIÓN UNIVERSITARIA REMINGTON – CURRÍCULO DE ASIGNATURA

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 METODOLOGÍA

4.1 PRESENCIAL

La metodología presencial se fundamenta en el estudio de las características fundamentales y de las leyes que rigen los contenidos de la asignatura. Se desarrolla un trabajo dinámico de exploración en los objetos del modelo, sus conceptos y su operatividad; así como un trabajo de campo.

Los distintos entornos vivenciales en los cuales el estudiante interactúa fuera de clases están impregnados de la globalización y el rompimiento de paradigmas. La metodología debe ser práctica y ante todo una acción seductiva que combine elementos tecnológicos, vivenciales y conceptuales.

Se aprovecharán las tutorías presenciales para explicar la fundamentación teórica, realizando algunos ejemplos tipo que ayuden a comprender la utilización del método para resolver las diferentes situaciones problemáticas que se planteen, se propondrán ejercicios en los cuales el grado de dificultad aumente y se propondrán tareas para realizar en grupos o individualmente con asesorías presenciales o virtuales.

CORPORACIÓN UNIVERSITARIA REMINGTON – CURRÍCULO DE ASIGNATURA

4.2 DISTANCIA

Los medios

Textos: que se encuentran bien definidos en la bibliografía sugerida por el curso y el módulo que ha sido elaborado por un experto temático.

Enlaces Bibliográficos: En los módulos normalmente aparecen varios nombres de textos, con sus correspondientes autores, mediante los cuales se puede complementar la información. Adicionalmente existen unas referencias bibliográficas extraídas de internet.

Guías de actividades: Cada profesor diseña el plan de la asignatura, mediante el cual se articulan las temáticas y los tiempos, de tal forma que se dé respuesta al proceso de formación con base en créditos académicos.

Tecnológicos: se utilizan los recursos audiovisuales que posea el Centro de Atención Tutorial para ver información en video, audio o virtual.

Salas de computador: de acuerdo a la asignatura.

Las mediaciones

Las mediaciones establecidas en La Corporación Universitaria Remington, para el desarrollo de los procesos de aprendizaje a distancia son las siguientes:

Tutoría Presencial: Es la mediación más importante en el proceso dadas varias razones entre ellas lo significativo que esta es para los estudiantes y tutores sin pretender conservar la naturaleza de programa presencial ni semi-escolarizado, dado que los tiempos de todas maneras se reducen comparativamente.

Tutoría Virtual: Esta mediación articula medios como el computador y la plataforma Remington Virtual, de tal manera que estas herramientas sean funcionales y efectivas. Para la aplicación de esta mediación el CAT pone a disposición de los tutores las salas de cómputo para su comunicación con estudiantes, bajo la orientación y los lineamientos pedagógicos y administrativos de la Dirección de Educación a Distancia. Este tipo de tutoría será puntual y pactada entre estudiantes y tutor, dado que nuestra modalidad es a distancia y no virtual, esto será solo una herramienta de apoyo.

CORPORACIÓN UNIVERSITARIA REMINGTON – CURRÍCULO DE ASIGNATURA

5 EVALUACIÓN

El proceso de evaluación, tiene como propósito principal la aprehensión del conocimiento, por esto es relevante el concepto previo con que llegan nuestros aprendices, para al finalizar la asignatura poder medir los conocimientos con los que han logrado culminar y las competencias que desarrolló que le permitirán ser aplicadas en su vida laboral y personal.

Cumpliendo con los parámetros de evaluación de la Corporación Universitaria Remington, debemos tener muy en cuenta la autoevaluación y coevaluación, es por esto que del 100% de la evaluación esta corresponde al 10%.

MOMENTO EVALUATIVO	PORCENTAJE	TIPO DE EVALUACIÓN
Primer parcial:	20%	First oral presentation
Segundo parcial:	20%	Written exam
Seguimiento:	30%	Conversations, workshops, interviews, exercises in class
Co evaluación:	10%	Co-evaluación
Final:	20%	Written and oral exam

El promedio aritmético de las calificaciones obtenidas en los procesos evaluativos señalados, dará el resultado definitivo del desempeño académico de la asignatura.