

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
-	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 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 focus on the development of abilities needed to cope with different situations related to the students' professional life.

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.



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

- 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.
- 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.

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 everyday 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.

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

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established as a coextracurricular 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 ESQUEMA

Área		Nivel de Formación		Objetivos			
Global	Específica			General		Específicos	
Lenguas extranjeras	Inglés		Perceptual		Explorar		Explorar
					Describir		Describir
		x	Aprehensivo	x	Afianzar	x	Ser
					Analizar	x	Expandir
			Comprensivo		Explicar		Explicar
					Predecir		Predecir
					Proponer		Proponer
			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				

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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.

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 Wonder.

2.1 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 modals 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 relationship with other topics is huge. There is a need of transforming all the background the students already have in its 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, the technology and the 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 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

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para resolver las diferentes situaciones problémicas 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.

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

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tutor, dado que nuestra modalidad es a distancia y no virtual, esto será solo una herramienta de apoyo.

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.