

CORPORACIÓN UNIVERSITARIA REMINGTON – CURRÍCULO DE ASIGNATURA

1. VISIÓN GENERAL

1.1 DATOS GENERALES

Program: Crosscurricular Subject

Signature: English five level

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

1.1 INTRODUCTION

In English level V the students will find the contents and activities that will be allowed to continuing in their process of learning English. These activities are designed taking into account the four skills in English as listening, speaking, reading and wiring, focusing in listening and writing. Listening is the most difficult skill that a person gets, however, must be the first one for understanding; If the students can understand when a foreign people speaks in that way they can speak and develop the others.

This level is made to let students use the skills in a real context that they are allowed to communicate ideas and information relevant to their lives, families, studies and jobs. With application of different exercises they will go deeply in the learning of English and will improve their knowledge about English language. Students must be responsible in doing exercises, practice daily the languages points if they want to learn in a real way.

1.2 RELEVANCE

Learning English is a necessity for now days. A person who is competent in English has more opportunities to accesses a competitive world in business and academic. When a person has fluency in English can wish to get a scholarship in countries as USA, Canada, United Kingdom and others. For working in Colombia speak English is also very important so to our country comes everyday foreign that don't speak Spanish and be the necessity people that can interchange with them and translate for them and others.



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In a global world with treated as TLC is very important that people in big and important companies has in their staff persons that can understand the international rules for marketing and this way can get good contracts besides that companies can be competitive. Person who speaks English expand their horizons, and their minds are more open to new cultures.

1.3 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.
- Interchange ideas in English with other people which are abroad, by social web sites as Face book, Twitter or Messenger.
- Understand information given in English and applying in a real context in their daily lives. Supporting the English learning by web English sites as www.realenglish.com, www.esl-lab.com, www.englishtown.com, www.livemocha.com, www.lamansioningles.com

1.5 OBJETIVES

1.5.1 GENERAL OBJECTIVE

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Developing strategies referred to get the language skills in English through activities where student go deeply into the learning of English as a foreign language and interchange experience with others.

1.5.2 ESPECÍFIC OBJECTIVES

- Improving the communicative competences through writing and reading processes that include compound grammatical structures.
- Developing abilities to solve problems in English language when the situations refer to family, academic or labors.

1.6 REQUIREMENTS

Students must be able to get English level V getting the ability to speak in English with regular fluency. Getting the capacity to read and make clear and good compositions. Referent to grammar they must know different tense: simple present, present, progressive, future, simple past, past progressive, conditionals and wide their knowledge on vocabulary.

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1.7 ESQUEMA

Área		Nivel de Formación		Objetivos			
Global	Específica			General		Específicos	
Lenguas extranjeras	Inglés		Perceptual		Explorar		Explorar
					Describir		Describir
			Aprehensivo		Comparar		Comparar
					Analizar		Analizar
			Comprensivo		Explicar		Explicar
					Predecir		Predecir
					Proponer		Proponer
		x	Integrativo		Modificar	x	Mejorar
					Utilizar		Confirmar
		x		x	Desarrollar	x	Desarrollar
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

2.1 UNIT 1 LET ME KNOW

- **Topic 1 Introductions**

In this unit students will work how to introduce with others in different situations as jobs, school, informal life. Will learn to describe work skills and talk about experiences, besides will get how to write business letters, and describes work skills and experiences. The unit will provide students learning tools for talking with other for first time.

Function: introduction and describing

Structure: review of verbs and tenses, conjunctions

Vocabulary: referred to the topic.

- **Topic 2 Talk about experiences and plans**

They will able to interchange with others using the whole English skills specially the listening and writing and they will work on making suggestion and talk about likes and dislikes. The function of the topic will be describing work skills and experiences.

Function: making suggestion and likes/ dislikes

Structure: review of present perfect with ever/ never, for/ since, how long

Vocabulary: referred to the topic.

- **Topic 3 Being competent**

Now days people must show be competent in the productive life, in the job of the world. Getting fluently in English let them enter with security to this hard space where just survive who are proficient.

On this topic students will close the use of the conditionals. First of all he will begin learning the zero and the first conditional, on unit 3 the student will be in contact with second one.

Function: being competent for a job

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Structure: conditionals: zero, first

Vocabulary: referred to the topic.

2.2 UNIT 2 THE IMPORTANCE OF MEDIA

The media are important for people life. Media let persons can be in touch with information in countries around the world and also the own country. Countries can access to news by different means as web sites as face book, Twitter, or TV, newspapers or magazines. Through mass media besides people get in touch with the world can enjoy with program that give them entertainment.

- **Topic 1 WHAT HAPPEN IN THE WORLD**

Being connected with what happens in the world and in the country is important for everybody especially for those people who wants to conquers new frontiers and expands their business and marketing.

Function: talking about events.

Structure: present perfect with already ,yet, just

Vocabulary: referred to the topic.

- **Topic 2 CONNECTED WITH THE WORLD**

Being in touch with the technology especially with the new one is necessary for people who wants to get excellent contacts with every kind of people. Technology besides closes up persons from different countries at the same time in a few minutes or seconds.

Function: talking about technology and communication

Structure: relative clauses gerunds and infinitive

Vocabulary: referred to the topic.

- **Topic 3 SHARING WITH MY PET**

. A pet is an animal; whose characteristics let people can get it at home.

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Now days many people have pets in their home, and they have an important place in their home. Some people prefer share their lives with a pet instead of another person. The most popular pets are noted for their loyal or playful characteristics, for their attractive appearance, and/or for their song.

Function: describing the characteristics of the animals

Structure: so... that, can, can't

Vocabulary: referred to the topic.

2.3 UNIT 3 GETTING TO ADULT WORLD

- **Topic 1 GETTING A JOB**

Teenagers when end the high school face to another reality that's it their contact with the university or getting to a world job. This process most of the time are stressful for them due to many changes that they have to do, however they learn from these experiences and become to adults and responsible.

Function: get a job. Talking about money.

Structure: passive voice.

Vocabulary: referred to the topic.

- **Topic 2 ADVISING**

Learning the way how to give a recommendation and how to say an advice is requerired for the process in this level. On this topic students will learn the appropriate form for giving a recommendation or advising and the modals used.

Function: making suggestions and giving advises.

Structure: modal verbs, second conditional third conditional

Vocabulary: referred to the topic.

Tópic 3 DESCRIBING PEOPLE

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Identifying people and describing is part of this topic. Learning the way how to do it is the propose of this topic. Does it, using the language skills is another propose.

Function: describing people.

Structure: comparative, and superlative.

Vocabulary: referred to the topic.

3 SUMMARY

3.1 RELATION WITH OTHER TOPICS

English is a language that intersects all the knowledge areas , so it is a means communication that people who speak in English can use and practice it in their specific knowledge. Areas as business administration, mathematics, social science and others can apply.

3.2 SOURCE

Libro o pagina web que el estudiante puede consultar es
www.mansioningles.com

3.2.1 Bibliography sources

Lethaby, Carol. & Brewster Simon. Awesome4. First edition United Kingdom. Richmond Publishing (2010). pp40, 52, 64.

Gardner, Ian, Rogers, Mickey. Style 3. Oxford. Macmillan Publishing (2004) pp 4, 6, 8, 14,16, 18.

3.2.2 Digital and electronic sources

on normas APA ejemplo:

www.realenglish.com

www.esl-lab.com

www.englishtown.com

www.livemocha.com

www.lamansioningles.com

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4 METODOLOGÍA

4.1 PRESENCIAL

Indique las estrategias didácticas que se pueden aplicar en la asignatura para mayor comprensión, tenga en cuenta que las estrategias didácticas serían muy diferentes para una asignatura teórica que para una práctica.

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 signatura, 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

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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.

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
First term :	20%	Written test
Second term:	20%	Exposition. Oral expression.
Following up	30%	Excercises done by students given by the tutor. Conversation and workshops. Little interviews.
Co evaluation:	10%	Co-evaluation
Final:	20%	Written test.

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