



UNIVERSITY OF QUINDIO
FACULTY OF EDUCATION
DIPLOMADO EN INGLÉS

SYLLABUS
ENGLISH I

COURSE	CODE	PREREQUISITE	CREDITS	HOURS PER WEEK	WEEKS PER SEMESTER	HOURS PER SEMESTER	CEF LEVEL
English I	160410101	None	10	15	16	240	A1 + A2

1. PROFESSOR:

2. DESCRIPTION OF THE COURSE:

The purpose of this course is to develop the four different types of language competence-- communicative, cognitive, textual, and argumentative-- through the three components of the subject: listening/speaking, grammar, and reading/ writing. Each component is developed separately, but they should be integrated to promote the sociolinguistic competence as one of the final outcomes. This course follows the guidelines proposed by the Common European Framework of Reference for Languages (CEFR) for this specific level **Basic User: A1 Breakthrough + A2 Waystage**.

2.1 The main focus of the **listening and speaking component** comprises the sociolinguistic aspect of the communicative competence; however, the other competences should be taken care of in due course. The cognitive aspects are concerned with different topics, articulatory phonetics and phonology, language functions, and communication strategies. Research activities will be part of the course as a way of promoting the learners' relation with their community and fostering the intercultural elements of the learners and the target language group.

2.2 The fundamental goal of the **reading and writing component** is to develop high levels of comprehension and production of descriptive and narrative paragraphs. Literal, inferential, critical and creative comprehension levels will be aimed at. The components of the communicative competence to be developed are the sociolinguistic, the discursive, the linguistic, and the strategic ones.

2.3 The **grammar component** of the course corresponds to the study of some of the linguistic elements of the language. Grammar should be taught in context and envisaged as part of language functions in order to develop speech acts at the communicative level.

3. OBJECTIVES OF THE COURSE:

3.1 General Objective

To develop the basic communicative, cognitive and textual competences through the three main components that constitute the course.

3.2 Specific Objectives:

- To develop fluency and accuracy in English.
- To read and write descriptive and narrative paragraphs.
- To be aware of the grammatical aspects of the language and use them in contextualized situations.

4. METHODOLOGY

This course responds to the present requirements of a foreign language teaching methodology, which is perceived as an important tool in the current communicative environment. In addition, it encompasses other abilities that go beyond the simple commitment of accomplishing the linguistic needs. For this reason, this course is based on the Action Method which focuses on the development of a set of skills that lead to the acquisition of tools to enable communication in real life situations. During this course, the speech acts are carried out through linguistic activities that are included in the social context and contribute to the meaningful learning process of the students.

5. CONTENTS

COMMON EUROPEAN FRAMEWORK OF REFERENCE
Goals to achieve by the end of **First Semester**
Basic User: Breakthrough A1 + Waystage A2

Language Skill	General competence	Specific Competences	Contents	Underlying topics
GRAMMAR	• Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.	• Can spell his/her address, nationality and other personal details. • Can describe him/herself, what he/she does and where he/she lives. • Has a very basic range of simple expressions about personal details and needs of a concrete type. • Can use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc. • Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. • Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. • Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. • Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.	• Alphabet / numbers • Greetings • Simple present (to be) • There is / There are • Family members • Simple present (do/does) • Adjectives • Demonstratives • Prepositions of time and place • Wh questions • Simple Past • Past Progressive • Future Will and Be going to	• Personal identification • House and home (family) • Daily life • Free time and entertainment • Friends and Relatives • Environment • Travel, language and culture. • Weather • Health and body care • Shopping • Places and services • Food and drink

READING	• Can understand short, simple texts on familiar matters of a concrete type which consist of high Frequency every day or job-related language.	• Can understand familiar names, words and simple sentences, for example on notices and posters or in catalogues. • Can understand short simple personal letters. • Can fill in forms with personal details. • Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. • Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. • Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	• Skimming/Scanning • Contextual clues • Analysis of referents • Identifying markers of coherence and cohesion • Reading comprehension based on author's purpose, topic, genre and format. • Predicting • Deducing • Guessing	• Personal identification • House and home (family) • Daily life • Free time and entertainment • Friends and Relatives • Environment • Travel, language and culture. • Weather Health and body care • Shopping • Places and services • Food and drink
WRITING	• Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.	• Can write short, simple notes and messages relate • Can write a short, simple postcard. • Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'. • Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. • Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.	• Descriptive paragraph • Narrative Paragraph • Punctuation • Spelling • Use of connectors • Capitalization	• Personal identification • House and home (family) • Daily life • Free time and entertainment • Friends and Relatives • Environment • Travel, language and culture. • Weather Health and body care • Shopping • Places and services • Food and drink

LISTENING	• Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment)	• Can catch the main point in short, clear, simple messages and announcements. • Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible. • Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. • Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.	• Giving personal information • Meeting people • Sharing with family • Telling the time • Giving directions • Describing people • Describing jobs and places • Expressing daily habits • Sharing common interests and finding job opportunities • Talking about finished past situations • Talking about simultaneous past situations • Planning immediate actions • Fulfilling compromises	• Personal identification • House and home (family) • Daily life • Free time and entertainment • Friends and • Relatives • Environment • Travel, language and culture. • Weather Health and body care • Shopping • Places and services • Food and drink
SPEAKING	• Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.	• Can make an introduction and use basic greeting and leave-taking expressions. • Can ask how people are and react to news. • Can describe him/herself, what he/she does and where he/she lives, his/her family, living conditions, educational background, present or most recent job. • Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list. • Can use simple descriptive language to make brief statements about and compare objects and possessions. • Can ask and answer simple questions in areas of immediate need or on very familiar topics.	• Sharing personal information • Expressing daily routines • Asking for immediate request	• Personal identification • House and home (family) • Daily life • Free time and entertainment • Friends and • Relatives • Environment • Travel, language and culture. • Weather Health and body care • Shopping • Places and services • Food and drink

6. ASSESSMENT AND EVALUATION

For each component, assessment will be carried out both in formative and summative ways. The fifty percent of all the grades will be based on a follow-up procedure and the other fifty percent on the mid-term (25%) and final examination (25%). The final grade of the course will be obtained taking into account that the grade for the listening and speaking component corresponds to the 40%, for the reading and writing component corresponds to 40%, and for the grammar component corresponds to the 20%.

Follow-up 50% Activities	Mid-term examination 25%	Final Examination 25%
LISTENING-SPEAKING Presentations, role-plays, listening tasks, participation in discussions, round tables, listening quizzes, phonetic exercises.	Listening Exam Oral exam	Listening Exam Oral exam
GRAMMAR Presentations, role plays, analyses, class participation, quizzes, grammar tasks.	Mid-term	Final exam
READING-WRITING Paragraphs, reading comprehension tasks, books, quizzes	Mid-term	Final

Criteria	Percentages
Grammar Component	20%
Reading and Writing Component	40%
Listening/speaking Component	40%
Total	100%

Important Notice: A student who fails any of the three components of the course (Listening/speaking, grammar or reading/writing) will have to take the course (English I) again. There is no re-examination for this course.

7. INDEPENDENT WORK

ENGLISH I is composed by three components: Listening/speaking, reading/ writing, and grammar. Each component has an intensity of 5 hours of class work per week, for a total of 15 hours a week for the entire course. In the same way, independent work is expected to be done in the same amount of time, that is to say, students should work on their own, based on the activities proposed by each teacher, for a total of 15 hours a week. Independent work includes activities such as homework, workshops, research, reading and writing assignments, oral presentations, exam reviews and tutoring, among others. The nature of the course is theoretical and practical

8. BIBLIOGRAPHY

8.1 Texts

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8.2 Websites

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- www.voanews.com
- www.onestopenglish.com
- www.eslcafe.com
- www.esl-lab.com
- www.nonstopenglish.com
- www.englishclub.com
- www.nationmultimedia.com
- www.freeenglish.com
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- www.englishlearner.com
- www.esl/shortstories.com

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