

MODELO DE SYLLABUS

MACROPROCESO DOCENCIA

**Faculty of Education
Modern languages program**

Syllabus

Inglés II

1. Description of the course:

This theoretical and practical course is aimed to students from different academic programs of the University of Quindío. Its purpose is to empower students to develop English language proficiency (management of grammar, vocabulary, and syntax) applied to the general reading comprehension and the understanding of academic texts. Taking into account international standards, this course follows the guidelines proposed by the Common European Framework of Reference for Languages (CEFR); this specific academic space corresponds to A2 Basic level (Waystage), in which students will be able to "understand and use everyday expressions related with previous experiences that are specially relevant (basic information about himself and his family, shopping, favorite places, occupations, etc.)" (Ministry of Education, Culture and Sport, Directorate for International Cooperation, 2002).

2. Rationale

This theoretical and practical course is aimed at students of different programs of the University of Quindío, with a multidimensional approach that includes lexical, grammatical, reading and situational skills. All of these components are related with academic content applied to different professional contexts, thus, meeting the requirements of the university in relation to the competence of reaching an A2 in a foreign language. This way, as stated in the Academic Curricular Policy 2016-2025, "the offer of English with international standards is a strategy for the University of Quindío to reach competitiveness and recognition in the international context".

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Globalization and advances in science, trade, technology and culture of today's world require a competent professional with the ability of handling a foreign language. This will give the person access to specific information updated in a knowledge society increasingly challenging, which demands permanent consultation of specialized publications on various topics. At the same time, the students can fulfill the basic skills of English that lead to the development of their receptive skills in reading comprehension, text interpretation and following instructions, in this way, accessing essential information in the performance of their professional and occupational profile.

The academic contents include general aspects that a graduate of the University of Quindío should know, such as education, technology, environment, globalization, economy, health, among others, which are aligned with the topics suggested in the Common European Framework references for Languages (CEFR). Hence, this first level corresponds to an A2 level of English.

3. Course competences.

Communicative competence

This competence involves knowledge of teaching didactic strategies that promote professional collaborative learning, autonomous learning and the use of acquired knowledge. In addition, the professional should take advantage of the educational possibilities provided by the information and communication technology.

Cognitive Competence

It relates with the ability that the future professional has to use his cognitive process, to understand and to acquire self-standards that will enable him to function in his professional work and also to acquire the competence in the proper handling of a second language.

Socio- Affective competence:

It is related with the skill that facilitates the teaching and learning process, due to the fact that it is responsible of how both the teacher and the student combine certain values - love, respect, dedication, tolerance, honesty, among others - in their work, which would be more meaningful and successful in their daily life living.

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4. Course Administration

Academic course: English II

Hours per week: 4

Total of hours per semester: 64

Methodology: Onsite

Generalities	Details
Code	
Academic Activity	University course
Semester	V semester
Nature of the course	Theoretical and Practical
Contents	Core theme
Credits	2
Assessment	Quantitative and qualitative
Hours of direct instruction	4 hours per week
Theoretical/Practical hours	4 Hours
Independent work hours	4 Hours
Tutoring hours	2 hours
Remedial examination	Yes
Credited by examination	Yes
Transferable	Yes
Prerequisites	English I

5. Integrative Processes:

Along the development of the course, students will read and analyze interdisciplinary texts which will enable them to promote greater awareness when it comes to socio-cultural issues of everyday life. Besides, through reading comprehension activities, the

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consultation of academic sources that contribute to the construction of meaning in a foreign language: English will be encouraged, knowledge that will be very useful for the professional development of each graduate.

6. Contents

6.1 Conceptual

Grammar content	Reading Comprehension Techniques	Context
Review of tenses	Transitional expressions	Education
Direct and Indirect Objects	Sequencing	Ideal day vs real day.
Countable and Uncountable Nouns	Guessing by context	Purchases
Quantifiers	Guessing by affixation	Shopping
Future (Will)	Reading comprehension based on author's purpose, topic, genre, and format	Digital citizenship
Future (Be going to)	Reading comprehension based on author's purpose, topic, genre, and format	Finding a job
Zero and First Conditionals	Reading comprehension based on author's purpose, topic, genre, and format	Facts and News
Comparative and Superlative Adjectives	Reading Strategies: Providing essential information.	Wonders
Relative Clauses	Reading Strategies: Providing extra information.	Films and entertainment
Modal Verbs (Can, could, must, should)	Reading Strategies	Professional choices
Present Perfect	Reading Strategies	Weather
Tag questions	Reading Strategies	Globalization

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6.2 Procedural

At the end of the course students will:

- Read very short, simple texts.
- Find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and personal letters.
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.
- Handle very short social exchanges, even though s/he can't usually understand enough to keep the conversation going her/himself.
- Use a series of phrases and sentences to describe in simple terms her/his family and other people, living conditions, her/his educational background and her/his present or most recent job.
- Write short, simple notes and messages relating to matters in areas of immediate need.
- Write a very simple personal letter, for example thanking someone for something.

6.3 Attitudinal

Students will:

- Take turns when speaking
- Tolerate different points of view
- Listen when others speak
- Be respectful when establishing opinions
- Show positive attitudes towards their peers
- Be thoughtful and respectful with each other's opinions
- Be aware of everybody's different cultures and respect them

7. Methodology

This academic space follows the existing requirements of the methodology of teaching a foreign language based on the action-oriented approach established in the Common European Framework of Reference, this approach considers users and students that are learning a language to be social agents, in other words, to be members of a society that has tasks (not just language related) which have to be carried out in a given set of circumstances, in an specific environment and within a particular field of action. Therefore,

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this approach also takes into account the cognitive, emotional and volitional resources and the whole set of specific skills that a student can apply as a social agent.

Based on the above, during this course, speech acts are carried out through linguistic activities that are included in the social context and that allow the students to have a meaningful learning process. Thus, communicative activities in which grammatical and lexical aspects are used will be developed. Likewise, lectures about general topics that are aligned with the guidelines of the Common European Framework of Reference will be provided in this course.

8. Assessment

As evaluative parameters of the course, a follow up of the activities in class and midterms will be continuously carried out. It is essential that for classes the student has a bilingual dictionary English – Spanish / Spanish - English as an aid in the activities.

Not attending class does not exempt the student from submitting tasks assigned by the teacher.

The percentages are agreed with students at the beginning of each semester and recorded on the academic agreement.

Written tests, workshops, reading reports, individual and group exhibitions will be held. Writing summaries and presenting tests with the Saber-Pro format and ongoing monitoring of activities will be taken into account (homework, quizzes).

9. Bibliography

Cohen, R., & Miller, J. (2004). *NorthStar: Reading and writing* (2nded.). White Plains, N Y: Longman.

Eastwood, J. (2000). *Oxford practice grammar* (2nded.). Oxford: Oxford University Press.

Fawcett, S., & Sandberg, A. (2000) *Evergreen: With readings: A guide to writing* (6th Ed.). Instructor's annotated. Boston: Houghton Mifflin.

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Ministerio de Educación, Cultura y Deporte, Subdirección General de Cooperación Internacional. (2002). *Marco Común Europeo De Referencia Para Las Lenguas: Aprendizaje, Enseñanza, Evaluación*. Madrid.

Nettle, M., & Hopkins, D. (2003). *Developing grammar in context with answers*. United Kingdom: Cambridge University Press.

Pavlik, C. (2004). *Grammar sense 2A*. New York: Oxford University Press.

Schramper, B. (2002). *Understanding and using English grammar* (3rd ed.). New York: Longman.

Soars J., & Soars, L. (2001). *American headway 1*. New York: Oxford University Press.

9.1 Databases:

Proquest, Eric.

9.2 Websites

<http://www.anael.org/english/abortion/harder.wmv>
<http://www.youtube.com/watch?v=n6sjz4-pNSg&feature=fvsvr>
<http://www.voanews.com/specialenglish/archive/2009-03/2009-03-04-voa1.cfm>
http://www.youtube.com/watch?v=GPH32M_U2D8
<http://www.youtube.com/watch?v=36nz76CsHt8&feature=fvst>
<http://www.onestopenglish.com>
<http://www.eslcafe.com>
<http://www.nonstopenglish.com>
<http://www.nationmultimedia.com>
<http://www.freeenglish.com>
<http://www.english-zone.com>
<http://www.english-at-home.com>
<http://www.englishlearner.com>
<http://www.wikipedia.com>

10. History of review

11. Syllabus validity

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Coordinators:

Mg. Eulises Castañeda, Mg. Jonathan Vela, Lic. Laura López, Lic. Wilson Martínez, Lic. Daniela Restrepo, Lic. Jairo Andrés Sarmiento, Mg. Larissa Tatiana Rico, Lic. Paula Andrea Hernández Diez.¹

¹ Se debe tener en cuenta que el modelo propuesto es genérico, por lo que debe ser adaptado a las necesidades de cada programa y, en especial, a las particularidades de los espacios académicos, áreas y programas que se desarrollan total o parcialmente a distancia o de modo virtual.