



**UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
ENGINEERING FACULTY**

SYLLABUS

**CURRICULUM PROJECT
ELECTRONIC ENGINEERING**

PROFESSOR NAME:

ACADEMIC SPACE (Subject):

SECOND LANGUAGE: ENGLISH

Mandatory (X) : Basic () Complementary (X)

Elective () : Intrinsic () Extrinsic ()

CODE NUMBER: 22

NUMBER OF STUDENTS:

GROUP:

NUMBER OF CREDITS: 2

COURSE TYPE: THEORETICAL PRACTICAL BOTH:

Methodology:

Master Class (X), Seminar (), Seminar - Workshop (), Workshop (X), Practices (X), Directed Projects (), Other: __E-LEARNING__

SCHEDULE

DAY	HOURS	CLASSROOM
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

I. JUSTIFICATION

In these times of globalization, the country needs to develop the capacity of its people to handle at least one foreign language.

With the common European and national and international benchmark, the program aims to increase the communicative competence in English in the entire education system and strengthen the national competitiveness. In this task, the teachers and educational institutions, public and private, from all levels that are part of the system: from kindergarten to the college, play a special role.

Our economy is increasingly integrated with international markets. A second language is a necessary vehicle to benefit advantages offered, such as free trade agreements.

One of the least developed skills in managing a foreign language is the ability to express ideas with fluency and spontaneity. This does not only require the knowledge of grammatical structures, but the ability to pronounce properly the phonemes of a foreign language in order to facilitate interaction between speakers of English.

The 'Second Language: English' Subject belongs to the Complementary – Mandatory area according to the 2009 – III curriculum.

PREREQUISITES: NONE

CO REQUISITE: NONE

II. CONTENT

MAIN OBJECTIVE

Develop and use effective communication processes in the English language to interact verbally (listening and speaking) with a sufficient degree of fluency and spontaneity in order to make the communication effortless in several areas, contexts and applying standards of respect and convenience to facilitate the collective construction of information or knowledge, decision making, problem – solving and setting arrangements.

SPECIFIC OBJECTIVES

- Recognize the main differences of the phonemic alphabet.
- Identify the small differences in the English pronunciation.
- Study the use of acronyms.
- Learn to express comparisons between objects, people and places in different situations.
- Gain knowledge of the big and small differences in the expressions of the English language.
- Extend the student's vocabulary to fulfill the grammatical structures and functions in roles, topics, discussions.
- Master and perfect the student's knowledge of all grammatical structures and functions such as sentences types, tenses, parts of speech, word and sentences formation, etc.

SKILLS TRAINING:

(These skills proposed in the regulations of the Distrital University are context (cultural, natural and social environment focused on individual autonomy), basic (cognitive: about problem solving and involves all three skills of ICFES: interpretation, argument, and proposal), work (which empowers the performance of professions). The skills are part of minimum quality standards that allow transfers and approvals.

After completing this course the student is expected to have developed the following competencies:

Skills of context

1. Understanding of the social, cultural and economic context.
2. Assessment the productive work.
3. Speak according to the situation, using formal and informal language.

Basic Skills

4. Communication skills (interpretive, communicative and proactive).
5. Text comprehension in a second language.
6. General comprehension of a conversation: listen to information, recognize sentence connections: reference, addition, contrast, cause and effect, listing, etc.
7. Identify the main topic of a lecture
8. Identify key information and retaining it through note – taking.
9. Evaluation of ideas and actions: present solutions, recommend actions, comparing and contrasting.

Work Skills

1. Ability to work as a team.
2. Capacity to understand and interpret information presented in verbal, numerical and graphical.
3. Ability to form and do information transfers.
4. Aptitude to organize ideas and statements in a clear, logical and appropriate form.
5. Capacity to communicate effectively with other English speaker using the proper vocabulary for each situation.
6. Ability to listen and comprehend spoken language in both lecture formats as well as formal and informal conversational style.
7. Aptitude to speak to colleagues on general and given topics in formal and informal situations.

Cognitive Skills

1. Use general, social and professional language to negotiate report, explain, summarize and develop a discussion.
2. Apply knowledge of the language system to develop the student's social competence skills, to form the student's behavioral stereotypes and professional skills necessary for successive social adaptation.

SYNTHETIC PROGRAM

- 1. The alphabet vs. the phonemic alphabet**
 - a. Basics (the use of acronyms)
 - b. Pronunciation
 - c. Vowels
- 2. Comparatives**
 - a. Comparison (proportional and proportional inverse)
 - b. Big differences vs. Small differences
 - c. The same as
- 3. Relative clauses (basics)**
 - a. Defining relative clauses
- 4. Language for descriptions**
 - a. Sequence devices (processes and cycles)
 - b. Language to describe a graphic (prepositions of place on a plane)

- c. Vocabulary to express variation (increases, falls, etc.)

III. STRATEGIES

Methodology:

- a. The course is taught through lectures and conferences, using classroom resources, both printed and electronic material, video beam and consultation on the World Wide Web (Internet). Using the blackboard to solve examples and problems.
- b. Class Participation: The student's contribution during class discussions and small group activities will be very important and valuable. It will evaluate the student's performance.
- c. Attendance: More than 20 % absences will adversely affect the student's performance and grade. 30% absences with no contact from the student will result in the student's fail of the course.
- d. Vocabulary work: frequent assignments will be made in which the student must define and use words correctly.
- e. The cognitive process is highly necessary for the achievement of the objectives.
- f. The facilitator asks students to read prior to each class of the reference material.
- g. Motivation of intensive consultations and diverse material on the Internet, magazines and related texts as well as exhibitions and educational activities on them by students, individually and in groups.

	Hours			Professor's hours per week	Student's hour per week	Total of Student's hour per semester	Credits
Type of course	CW	CoW	SE	(CW + CoW)	(CW + CoW + SE)	X 16 weeks	
T-P	4	2	3	6	9	144	2

Classroom Work (CW): classroom work meeting of all students.

Cooperative Work (CoW): tutoring job teaching small groups or individually to students. Self-Employment (SE): Student work without the presence of the teacher that can be done at different levels: working in groups or individually, at home or in library, laboratory, etc.).

BIBLIOGRAPHY

MAIN BIBLIOGRAPHY

- UPSTREAM – STUDENT'S BOOK
- UPSTREAM – ADVANCED STUDENT'S BOOK
- UPSTREAM – PROFICIENCY STUDENT'S BOOK
- UPSTREAM – TEST BOOKLET ADVANCED
- UPSTREAM – TEST BOOKLET PROFICIENCY
- OBJECTIVE FIRST CERTIFICATE – WORKBOOK
- FCE DIARY SPRATT
- LET'S TALK 1 – STUDENT'S BOOK 1
- LET'S TALK 1 – STUDENT'S BOOK 2
- NEW INTERCHANGE – VIDEO SOURCE
- NEW INTERCHANGE – VIDEO ACTIVITY BOOK NO 1 RED
- ADVANCED ENGLISH CAE

ADDITIONAL BIBLIOGRAPHY

- NATIONAL ENGLISH – UPPER INTERMEDIATE
- UNDERSTANDING SECOND LANGUAGE – ROD ELLIS
- THE GODFATHER
- THE BLACKCAT
- THE GO – BETWEEN
- ACQUISITION SECOND LANGUAGE – JACK RICHARDS AND DAVID NUNAN
- DANTE'S PERAK

MAGAZINES

- NATIONAL GEOGRAPHIC - 13
- NEWS WEEK – 4
- NEW YORK TIMES – 1
- THE SUNDAY TIMES
- POPULAR MECHANICS
- POPULAR SCIENCE
- DIGITAL
- ENGLISH BRITAIN

INTERNET LINKS

<http://www.ego4u.com/en/cram-up/grammar/relative-clauses>

<http://valenciaenglish.netfirms.com/relative.htm>

<http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/>

<http://www.englishmedialab.com/pronunciation.html>

<http://www.monash.edu.au/lis/lionline/writing/engineering/lab-report/index.xml> <http://www.learnersdictionary.com/pronex/pronex.htm>
<http://www.eslgold.com/pronunciation.html>
<http://papyr.com/hypertextbooks/comp1/compare5.htm> http://www.englisch-hilfen.de/en/exercises_list/alle_grammar.htm

V. ORGANIZATION/ TIMES

WEEK SCHEDULE: Includes the themes covered in class each week, the allocation of weekly activities and the assignment of oral projects. Each assignment of activities will be complemented by independent work.

Spaces, Times and Groups

01	Presentation of the topics, methodology, evaluation, and bibliography. Presentation of the students. Assignment: Most commonly used acronyms.	1 Session
02	Review the Acronyms assignment. Solve questions. Introduction of the phonetic alphabet. Pronunciation exercises: Vowels. Assignment: Listening exercises.	1 Session
03, 04 and 05	Rules of pronunciation. Difference between British, American and foreign phonemes. Assignment: Listening exercises (questionnaire).	3 Session
06	Review the previous assignment and solve questions. Reading/Pronunciation activity.	1 Session
07	Ways to express comparison. Grammar for expressing big, moderate and small differences. Use of the common expressions to compare. Assignment: Oral Project.	1 Session
08 and 09	Oral exposure of the first oral project and feedback with students.	2 Session
10 and 11	Definition, use and classification of relative clauses. Reading and identification of relative clauses. Assignment: Exercises on the internet. Writing an article using relative clauses.	2 Session
12	Review and feedback of the assignment. Solve questions. Use of the proper language for descriptions: sequence devices, positions of place on a plane. Vocabulary to express variation. Assignment: report a laboratory practice, which must contain graphics and mathematical expressions.	1 Session
13	Feedback from the last assignment, solve questions and correct the most common mistakes in descriptions. Assignment: second oral project.	1 Session
14 and 15	Presentation of the oral project, evaluation of pronunciation, fluency, use of expressions and body language.	2 Session
16	Final exam: listening, speaking grammar exam (type IELTS).	1 Session

VI. GRADE

FIRST GRADE	TYPE OF EVALUATION	DATE	PERCENTAGE
		First oral Project assignment. Assigned homework. Autonomous work.	8 th and 9 th weeks.
SECOND GRADE	Second oral Project assignment. Assigned homework. Autonomous work.	14 th and 15 th weeks	35%
THIRD GRADE	Final exam (Type IELTS)	16 th week	30%

ISSUES IN EVALUATING THE COURSE

1. Teacher performance assessment.
2. Assessment of student learning in their dimensions: individual / group theory / practice, oral / written.
3. Self-assessment.

PROFESSOR'S DATA

NAME :

STUDIES:

ADVISORY: STUDENT SIGNATURE

NAME	SIGNATURE	CODE	DATE
1.			
2.			
3.			

PROFESSOR'S SIGNATURE
