

# SILABO

1 INFORMACIÓN GENERAL SOBRE LA ASIGNATURA						
<b>CÓDIGO ASIGNATURA</b>	1084-07-01-04		<b>ASIGNATURA</b>	English Level 4	<b>CARRERA(S)</b>	Para-académica
<b>PERIODO ACADÉMICO</b>	P2 2017		<b>NIVEL</b>	Para-académica	<b>MODALIDAD</b>	Presencial
<b>UNIDAD DE ORGANIZACIÓN CURRICULAR</b>	Formación Básica		<b>ORGANIZACIÓN DEL APRENDIZAJE</b>	2	<b>TOTA DE CRÉDITOS</b>	7
<b>DISTRIBUCIÓN DEL APRENDIZAJE (HORAS SEMANALES)</b>	<b>TEORÍA</b>	6	<b>LABORATORIO / PRACTICA</b>	0	<b>APRENDIZAJE AUTÓNOMO</b>	12
<b>TUTORÍAS (HORAS SEMANALES)</b>	<b>PRESENCIALES</b>	3	<b>VIRTUALES</b>	-	<b>TOTAL DE HORAS (SEMESTRE)</b>	288
PRE-REQUISITOS						
<b>ASIGNATURA</b>	<b>CÓDIGO</b>		<b>ASIGNATURA</b>	<b>CÓDIGO</b>		
English Level 3	1084-07-01-03		Escriba aquí	Escriba aquí		
Escriba aquí	Escriba aquí					
2 INFORMACIÓN ESPECIFICA SOBRE LA ASIGNATURA						
DESCRIPCIÓN				CONTEXTUALIZACIÓN DENTRO DEL PLAN DE ESTUDIOS		
<p>English is a universal language. Most of the research papers, scientific articles, and academic essays around the world have been written in English language. Considering that the Area of English of the Regional Amazon Ikiam University seeks to strengthen the processes of scientific research, the third level is designed to improve student's writing, oral, listening, reading, critical thinking, skills of the students of majors of Water Sciences, Biotechnology, Ecosystems and Geosciences. For this purpose, the English teachers at IKIAM University propose to align their curriculum to the Common European Framework of Reference (CEFR) standards according to the next six levels: A1(1st level), A2 (1st – 2nd level), B1 (2nd – 3rd level), B2 (4th – 5th level) and C1 (5th – 6th level).</p>				<p>This syllabus is intended for intermediate to upper intermediate. At the end of this syllabus, students will be able to: Interpret and use vocabulary and idioms that are related to day-to-day life, generate accurate consistent and coherent oral and written paragraphs with the appropriate language use: develop small dialogues and interact in conversations. In order to create a good learning atmosphere in which students can process, internalize and make the information theirs, some approaches will be used, such as the Communicative Language Teaching, Kolb's strategies and Cooperative learning. Furthermore, in this syllabus students will participate in formative and summative assessment. At the end of this level, students will start to develop the competences of B2 level, described in the Common European Framework of Reference (CEFR), in which students can understand the main ideas of complex text on the 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.</p>		

# SILABO

3 INFORMACIÓN ESPECIFICA SOBRE LA ASIGNATURA					
OBJETIVO GENERAL			OBJETIVOS ESPECÍFICOS		
Students will be able to wide their knowledge and academic vocabulary to use the language abilities, complex grammar structure in order to communicate effectively in any setting			Students will be able to write an opinion or descriptive essay of 5 paragraphs, using a ariety of sentence structure. Read multiple-page informative articles and textbook excerpts. Taje notes and summarize reading. Identify main and supporting ideas, make inferences, infer meaning of new words from context. Understand the main ideas of clear input on concrete and abstract topics (CEFR B2). Identify main idea of brief presentations of information. Take notes, summarize important points and make assumptions about what was heard. Speak fluently enough that interaction with native speakers is possible without difficulty.		
COMPETENCIAS GENÉRICAS			COMPETENCIAS ESPECIFICAS		
C1: Abstraction, analyze, and sinthessize habilities. C2: Hability to communicate in second language. C3: Hability to research, process and analyze information from diverse sources. C4: Critical and self.critical capacity. C5: Capacity of team work. C6: Respect and valuation of divesity and multiculturalism.			C1: Debate, personal thoughts, ideas and perspectives. Make predictions. Identify a problem. C2: Make a speech. Write a paragraph, journal, essay, and a research paper. C3: Participate in a discussion, read to understand. C4: Investigate how something works. Examine your personal beliefs or viewpoints. C5: Participate in a group activity project. C6: Work on a project to solve community problema or make something better.		
METODOLOGÍA DE ENSEÑANZA					
<input type="checkbox"/>	Charlas magistrales	<input checked="" type="checkbox"/>	Proyecto de investigación	In order to create a good learning atmosphere in which students can process, internalize and make the information theirs, some approaches will be used, such as Functional approach and Cooperative learning. Furthermore, in this class students will participate in formative and summative assessment. The methodology that will be applied in the development of the syllabus is Kolb's strategies and basically PBL, and English methodology as cognitive and meta-cognitive strategies that may help students develop an independent learning. Some of the evaluation instruments such a mind maps, charts, oral presentations will be applied in order to get critical thinking and students´ own conclusion according to each topic. English teachers at Ikiam University are conscious that the best method of teaching and learning a second language requires "comprehensible input, in low anxiety situations, containing messages that students really want to hear." (Krashen, 1988)	
<input checked="" type="checkbox"/>	Debate	<input checked="" type="checkbox"/>	Redacción científica y técnica		
<input type="checkbox"/>	Diseño y prototipo	<input type="checkbox"/>	Salida de campo Académica		
<input checked="" type="checkbox"/>	Evaluación final	<input type="checkbox"/>	Talleres		
<input checked="" type="checkbox"/>	Evaluación parcial	<input checked="" type="checkbox"/>	Tareas		
<input type="checkbox"/>	Exposiciones	<input type="checkbox"/>	Trabajo de campo		
<input checked="" type="checkbox"/>	Investigación bibliográfica	<input checked="" type="checkbox"/>	Trabajo grupal		
<input checked="" type="checkbox"/>	Lectura científica	<input checked="" type="checkbox"/>	Trabajo individual		
<input type="checkbox"/>	Mesas de discusión	<input type="checkbox"/>	Visitas		
<input checked="" type="checkbox"/>	Participación	<input checked="" type="checkbox"/>	Collaborative activities		
<input type="checkbox"/>	Prácticas de laboratorio	<input checked="" type="checkbox"/>	Pair work		
<input checked="" type="checkbox"/>	Proyecto de aula	<input checked="" type="checkbox"/>	Biography driven instructions		
DOCENTE(S)					
NOMBRE	TITULO	ROL	EMAIL	OFICINA	HORARIOS ATENCIÓN
Freddy Jaramillo Ortiz	Lic CC. EE. Lengua Inglesa	Docente	freddy.jaramillo@ikiam.edu.ec	Coordinación Académica	(previa cita)

# SILABO

## 4 INFORMACIÓN ESPECIFICA SOBRE LA ASIGNATURA

SISTEMA DE EVALUACIÓN				
PARCIAL	COMPONENTE	PORCENTAJE (%)	PUNTUACIÓN	INSTRUMENTO DE EVALUACIÓN
<b>PRIMERA EVALUACIÓN (APRENDIZAJE COLABORATIVO)</b>	APRENDIZAJE ASISTIDO POR EL PROFESOR	20	10	Midterm examination
	PRACTICA DE APLICACIÓN Y EXPERIMENTACIÓN	10	10	Class Observation, Interviews, Discussions, Report, Quizzes
	COMPONENTE DE APRENDIZAJE AUTÓNOMO	10	10	Presentations, Homework, Project Preparation, Assignment
<b>TOTAL PRIMERA EVALUACIÓN PARCIAL</b>		50	Escriba aquí	
<b>SEGUNDA EVALUACIÓN (APRENDIZAJE INDIVIDUAL)</b>	APRENDIZAJE ASISTIDO POR EL PROFESOR	15	10	Quizzes, Unit Test
	PRACTICA DE APLICACIÓN Y EXPERIMENTACIÓN	5	10	Class Observation, Interviews, Diagnostic, Discussions
	COMPONENTE DE APRENDIZAJE AUTÓNOMO	5	10	Presentations, Homework
<b>TOTAL SEGUNDA EVALUACIÓN PARCIAL</b>		20	10	
<b>EVALUACIÓN FINAL</b>		30	10	
<b>TOTAL</b>		100	10	
FUENTES DE CONSULTA / REFERENCIA				
DETALLE	TIPO DE BIBLIOGRAFÍA	TIPO RECUSO	UBICACIÓN	
1. Pathways 3. Reading, writing, and Critical Thinking. Blass, Laurie & Vargo, Mari. (2013). Pathways 2 Reading, writing, and Critical Thinking. National Geographic Learning. Boston. (Student's book).	Basica	Texto	Biblioteca Ikiam	
2. Interchange fourth edition. Teacher's edition 3. Richards, Jack C. et al. (2013). Interchange fourth edition. Teacher's edition 1. Cambridge University Press. Mexico.	Basica	Texto	Biblioteca Ikiam	
3. Interchange Video Resource Book 3. Richards, Jack C. (2012). Interchange Video Resource Book 3. Cambridge University Press. New York	Complementaria	Foleto, Video	Biblioteca Ingles	
4. Interchange DVD 3. Richards, Jack C. (2012). Interchange DVD 3. Cambridge University Press. New York.	Complementaria	DVD	Biblioteca Ingles	
5. Interchange Class Audio Cds 3. Richards, Jack C. (2012). Interchange Class Audio Cds 3. Cambridge	Complementaria	CD de Audio	Biblioteca Ingles	

# SILABO

## 5 CONTENIDOS

#	FECHA	UNIDAD	# HORAS	TEMA	SESIÓN	RESULTADOS DE APRENDIZAJE	RECURSOS DIDÁCTICOS Y/O ACADÉMICOS	INSTRUMENTOS DE EVALUACIÓN	BIBLIOGRAFÍA
1	16 al 20- oct-17	1 Career Moves	6	1. Introduction & diagnose  2. That's What Friends are For! 2.1 Personality types and qualities 2.2 Relationships 2.3 Turns on and turns off	T, E, A	Talk about personalities and qualities of people.  Use relative pronouns as subjects and objects; it clauses and adverbial clauses with when.  Describe people and listen to opinions.	Teacher's Book. Student's book. Audio Videos Songs Magazines Articles Graphic organizers Didactic games Cutouts Lists of vocabulary Graphic organizers Educational web pages	Rubric Unit Test Quiz Exam Check List Expositions	1, 2, 3, 4, 5
2	23 al 27- oct-17	1 Career Moves	6	3. Career Moves 3.1. Jobs 3.2. Carers of the future 3.3. Job skills 3.4. Summer jobs	T, E, A	Discuss the advantages and disadvantages of various topics  Use gerund phrases as subjects and objects; compare with adjectives, nouns, verbs, and past participles.  Plan and write an opinion paragraph	Teacher's Book. Student's book. Audio Videos Songs Magazines Articles Graphic organizers Didactic games Cutouts Lists of vocabulary Graphic organizers Educational web pages	Rubric Unit Test Quiz Exam Check List Expositions	1, 2, 3, 4, 5

# SILABO

## 5 CONTENIDOS

3	30-oct al 01-nov-17	1 Career Moves	3	3. Science and Detection	T, E, A	<p>Identify a sequence of events; differentiate fact from speculation.</p> <p>Understand a personal narrative/opinion article.</p> <p>Plan and write an opinion paragraph</p>	<p>Teacher's Book. Student's book. Audio Videos Songs Magazines Articles Graphic organizers Didactic games Cutouts Lists of vocabulary Graphic organizers Educational web pages</p>	<p>Rubric Unit Test Quiz Exam Check List Expositions</p>	1, 2, 3, 4, 5
4	06 al 10-nov-17	2 City and Solutions	4.5	<p>1. Could you do me a favor?</p> <p>1.1. Favors</p> <p>1.2. Formal and informal requests</p> <p>1.3. messages</p>	T, E, A	<p>Make requests: direct and indirect. Accept and decline requests.</p> <p>Use requests with modals, if clauses, and gerunds.</p> <p>Write emails with requests.</p>	<p>Teacher's Book. Student's book. Audio Videos Songs Magazines Articles Graphic organizers Didactic games Cutouts Lists of vocabulary Graphic organizers Educational web pages</p>	<p>Rubric Unit Test Quiz Exam Check List Expositions</p>	1, 2, 3, 4, 5

# SILABO

## 5 CONTENIDOS

5	13 al 17- nov-17	2 City and Solutions	6	2. What a story 2.1. The media 2.2. News stories exceptional events	T, E, A	Describe events and experiences in the past.  Use the past continuous and simple past; compare contrast the two tenses.  Use the past perfect tense.  Discuss favors, messages, and request  Focus on storytelling	Teacher's Book. Student's book. Audio Videos Songs Magazines Articles Graphic organizers Didactic games Cutouts Lists of vocabulary Graphic organizers Educational web pages	Rubric Unit Test Quiz Exam Check List Expositions	1, 2, 3, 4, 5
6	20 al 24- nov-17	2 City and Solutions	6	3. City and Solutions	T, E, A	Identify reasons.  Evaluate sources.  Create a Thesis Statement. Write an Opinion Paragraph.	Teacher's Book. Student's book. Audio Videos Songs Magazines Articles Graphic organizers Didactic games Cutouts Lists of vocabulary Graphic organizers Educational web pages	Rubric Unit Test Quiz Exam Check List Expositions	1, 2, 3, 4, 5

# SILABO

## 5 CONTENIDOS

7	27-nov al 01-dic-17	3 Going places	6	<p>1. Crossing cultures</p> <p>1.1. Cultural comparisons and culture shocks</p> <p>1.2. Moving abroad</p> <p>1.3. Emotions</p> <p>1.4. Customs</p> <p>1.5. Tourism and travel abroad</p>	T, E, A	<p>Discuss differences among customs and the joys and difficulties of living in a foreign country.</p> <p>Use noun phrases containing relative clauses: the custom to, supposed to, expected to, acceptable to.</p> <p>Create a tourist pamphlet.</p>	<p>Teacher's Book.</p> <p>Student's book.</p> <p>Audio</p> <p>Videos</p> <p>Songs</p> <p>Magazines</p> <p>Articles</p> <p>Graphic organizers</p> <p>Didactic games</p> <p>Cutouts</p> <p>Lists of vocabulary</p> <p>Graphic organizers</p> <p>Educational web pages</p>	<p>Rubric</p> <p>Unit Test</p> <p>Quiz</p> <p>Exam</p> <p>Check List</p> <p>Expositions</p>	1, 2, 3, 4, 5
7	04 al 08-dic-17	3 Going places	6	<p>2. What's wrong with?</p> <p>2.1. Consumer complaints</p> <p>2.2. Everyday problems</p> <p>2.3. Electronics</p> <p>2.4. Repairs</p>	T, E, A	<p>Describe problems; make complaints; explain something that needs to be done</p> <p>Use past participles as adjectives and with nouns.</p> <p>Describe problems with need + gerund, need + passive infinitive, and keep + gerund.</p> <p>Understand complaints.</p> <p>Make complaints and describing problems</p>	<p>Teacher's Book.</p> <p>Student's book.</p> <p>Audio</p> <p>Videos</p> <p>Songs</p> <p>Magazines</p> <p>Articles</p> <p>Graphic organizers</p> <p>Didactic games</p> <p>Cutouts</p> <p>Lists of vocabulary</p> <p>Graphic organizers</p> <p>Educational web pages</p>	<p>Rubric</p> <p>Unit Test</p> <p>Quiz</p> <p>Exam</p> <p>Check List</p> <p>Expositions</p>	1, 2, 3, 4, 5

## 5 CONTENIDOS

8	11 al 15-dic-17	3 Going places	6	3. Danger Zone 4. Review for midterm	T, E, A	Organize notes.  Analyse and evaluate evidence.  Write an introductory paragraph  Review all topics for the midterm examination.	Teacher's Book. Student's book. Audio Videos Songs Magazines Articles Graphic organizers Didactic games Cutouts Lists of vocabulary Graphic organizers Educational web pages	Rubric Unit Test Quiz Exam Check List Expositions	1, 2, 3, 4, 5
9	18 al 22-dic-17	Midterm examination	4	Midterm Examination	E	Apply all knowledge acquire so far in the course in the midterm examination.	Midterm examination	Exam	1, 2, 3, 4, 5
10	08 al 12-jan-17	4 Let's celebrate	6	1. The world we live in 1.1 The environment 1.2 World problems 1.3 Current issues 2. Lifelong learning 2.1. Education 2.2 Learners choices 2.3 Strategies for learning 2.4 Personal qualities 3. The Business of Tourism	T, E, A	Discuss social problems and environmental concerns.  Suggest solutions to problems.  Use the passive in the present continuous and present perfect.  Use prepositions of cause; infinitive clauses and phrases.  Listen to and identify solutions.  Talk about learning and preferences and type of learning styles Write well-developed body paragraphs	Teacher's Book. Student's book. Audio Videos Songs Magazines Articles Graphic organizers Didactic games Cutouts Lists of vocabulary Graphic organizers Educational web pages	Rubric Unit Test Quiz Exam Check List Expositions	1, 2, 3, 4, 5



# SILABO

## 5 CONTENIDOS

11	15 al 19- jan-17	4 Let's celebrate	6	<p>2. Lifelong learning</p> <p>2.1. Education</p> <p>2.2. Learners choices</p> <p>2.3. Strategies for learning</p> <p>2.4. Personal qualities</p> <p>3. The Business of Tourism</p>	T, E, A	<p>Discuss learning and preferences, type of learning styles, and methods.</p> <p>Discuss pros and cons of the different college majors at Ikiam.</p> <p>Use would you rather and would you prefer; by + gerund to describe how to do things.</p> <p>Use proper intonations for questions of choice.</p> <p>Write well-developed body paragraphs</p>	<p>Teacher's Book.</p> <p>Student's book.</p> <p>Audio</p> <p>Videos</p> <p>Songs</p> <p>Magazines</p> <p>Articles</p> <p>Graphic organizers</p> <p>Didactic games</p> <p>Cutouts</p> <p>Lists of vocabulary</p> <p>Graphic organizers</p> <p>Educational web pages</p>	<p>Rubric</p> <p>Unit Test</p> <p>Quiz</p> <p>Exam</p> <p>Check List</p> <p>Expositions</p>	1, 2, 3, 4, 5
12	22 al 26- jan-17	4 Let's celebrate	6	3. The Business of Tourism	T, E, A	<p>Analyse cause and effect.</p> <p>Analyse a writer's argument.</p> <p>Write well-developed body paragraphs.</p>	<p>Teacher's Book.</p> <p>Student's book.</p> <p>Audio</p> <p>Videos</p> <p>Songs</p> <p>Magazines</p> <p>Articles</p> <p>Graphic organizers</p> <p>Didactic games</p> <p>Cutouts</p> <p>Lists of vocabulary</p> <p>Graphic organizers</p> <p>Educational web pages</p>	<p>Rubric</p> <p>Unit Test</p> <p>Quiz</p> <p>Exam</p> <p>Check List</p> <p>Expositions</p>	1, 2, 3, 4, 5

# SILABO

## 5 CONTENIDOS

13	29-jan al 02-feb-17	5 Times have changed!	6	<p>1. Improvements</p> <p>1.1 Everyday services</p> <p>1.2 Recommendations</p> <p>1.3 Self-improvement</p>	T, E, A	<p>Discuss thins one needs to have done; give and receive advice or suggestions.</p> <p>Use causative; make suggestions with modals + verbs, gerund, negative questions and infinitives.</p> <p>Write a letter of advice.</p>	<p>Teacher's Book.</p> <p>Student's book.</p> <p>Audio</p> <p>Videos</p> <p>Songs</p> <p>Magazines</p> <p>Articles</p> <p>Graphic organizers</p> <p>Didactic games</p> <p>Cutouts</p> <p>Lists of vocabulary</p> <p>Graphic organizers</p> <p>Educational web pages</p>	<p>Rubric</p> <p>Unit Test</p> <p>Quiz</p> <p>Exam</p> <p>Check List</p> <p>Expositions</p>	1, 2, 3, 4, 5
14	05 al 09- feb-17	5 Times have changed!	6	<p>2. The past and the future</p> <p>2.1 Historic events and people</p> <p>2.2 Biography the future</p>	T, E, A	<p>Discuss major events, personal situations, and types of behaviour</p> <p>Use adverbs and prepositions: during, in, ago, from...to, for, since.</p> <p>Make predictions using will, future continuous, and future perfect.</p> <p>Discuss successful people, businesses and products, as well as advertising.</p> <p>Write a Concluding Paragraph</p>	<p>Teacher's Book.</p> <p>Student's book.</p> <p>Audio</p> <p>Videos</p> <p>Songs</p> <p>Magazines</p> <p>Articles</p> <p>Graphic organizers</p> <p>Didactic games</p> <p>Cutouts</p> <p>Lists of vocabulary</p> <p>Graphic organizers</p> <p>Educational web pages</p>	<p>Rubric</p> <p>Unit Test</p> <p>Quiz</p> <p>Exam</p> <p>Check List</p> <p>Expositions</p>	1, 2, 3, 4, 5

# SILABO

## 5 CONTENIDOS

15	14 al 16-feb-17	6 What happened?	4	<p>1. Life's little lessons</p> <p>1.1. Milestones and turning points</p> <p>1.2. Behavior and personality</p> <p>1.3. regrets</p> <p>2. The right stuff</p> <p>2.1. Qualities for success</p> <p>2.2. Successful</p> <p>3. Landscape and Imagination</p>	T, E, A	<p>Describe rites of passage, turning points, regrets and hypothetical situations.</p> <p>Use time clauses: before, after, once, the moments, as soon as, until, by the time.</p> <p>Describe hypothetical situations with if clauses + pas perfect</p>	<p>Teacher's Book.</p> <p>Student's book.</p> <p>Audio</p> <p>Videos</p> <p>Songs</p> <p>Magazines</p> <p>Articles</p> <p>Graphic organizers</p> <p>Didactic games</p> <p>Cutouts</p> <p>Lists of vocabulary</p> <p>Graphic organizers</p> <p>Educational web pages</p>	<p>Rubric</p> <p>Unit Test</p> <p>Quiz</p> <p>Exam</p> <p>Check List</p> <p>Expositions</p>	1, 2, 3, 4, 5
16	19 al 23-feb-17	6 What happened?	6	<p>2. The right stuff</p> <p>2.1. Qualities for success</p> <p>2.2. Successful</p> <p>3. Landscape and Imagination</p>	T, E, A	<p>Describe qualities for success; features; and, giving reasons for success.</p> <p>Describe purpose with infinitive clauses and infinitives clauses with for, because, since, because of, for, due to, and the reason.</p> <p>Understand phonological word reduction.</p>	<p>Teacher's Book.</p> <p>Student's book.</p> <p>Audio</p> <p>Videos</p> <p>Songs</p> <p>Magazines</p> <p>Articles</p> <p>Graphic organizers</p> <p>Didactic games</p> <p>Cutouts</p> <p>Lists of vocabulary</p> <p>Graphic organizers</p> <p>Educational web pages</p>	<p>Rubric</p> <p>Unit Test</p> <p>Quiz</p> <p>Exam</p> <p>Check List</p> <p>Expositions</p>	1, 2, 3, 4, 5

# SILABO

## 5 CONTENIDOS

17	26-feb al 01-mar- 17	6 What happened?	6	3. Landscape and Imagination	T, E, A	Understand referencing and cohesion.  Understand figurative language.  Write and explanatory essay.	Teacher's Book. Student's book. Audio Videos Songs Magazines Articles Graphic organizers Didactic games Cutouts Lists of vocabulary Graphic organizers Educational web pages	Rubric Unit Test Quiz Exam Check List Expositions	1, 2, 3, 4, 5
18	05 al 09- mar-17	Final examination	4	Final examination	E	Apply all knowledge acquire so far in the course in the midterm examination.	Final examination	Exam	1, 2, 3, 4, 5

# SILABO

6 COMPONENTE DE INVESTIGACIÓN			
<b>UNIDAD Y TEMA DEL SILABO AL QUE CORRESPONDE</b>		ESCRIBIR EL NOMBRE DE LA UNIDAD Y EL TEMA AL QUE CORRESPONDE	
<b>NOMBRE DEL PROYECTO DE INVESTIGACIÓN</b>		ESCRIBA EL NOMBRE DEL PROYECTO	
CARÁCTER DEL PROYECTO	PROCESO DEL CONOCIMIENTO	DESCRIPCIÓN	PRODUCTO EVALUABLE
<input type="checkbox"/> Exploratorio <input type="checkbox"/> Descriptivo	Indagación	ESCRIBIR 1 PÁRRAFO DE APROX MAX 100 PALABRAS	ESCRIBIR APROX MAX 100 PALABRAS
	Exploración	ESCRIBIR 1 PÁRRAFO DE APROX MAX 100 PALABRAS	
	Organización	ESCRIBIR 1 PÁRRAFO DE APROX MAX 100 PALABRAS	
7 INNOVACIÓN TECNOLÓGICA Y TRANSFERENCIA DE CONOCIMIENTO			
<b>UNIDAD Y TEMA DEL SILABO AL QUE CORRESPONDE</b>		ESCRIBIR EL NOMBRE DE LA UNIDAD Y EL TEMA AL QUE CORRESPONDE	
<b>DESCRIPCIÓN DEL PROBLEMA</b>		ESCRIBIR 1 PÁRRAFO DE APROX MAX 150 PALABRAS	
SOLUCIÓN DEL PROBLEMA			
TIPO	COMPONENTE	DESCRIPCIÓN	PRODUCTO EVALUABLE
<input type="checkbox"/> Modelo <input type="checkbox"/> Estrategia	<input type="checkbox"/> Exploración y Evaluación	ESCRIBIR 1 PÁRRAFO APROX MAX 170 PALABRAS	ESCRIBIR 1 PÁRRAFO DE APROX MAX 100 PALABRAS
	<input type="checkbox"/> Perfeccionamiento		
	<input type="checkbox"/> Diseño		
	<input type="checkbox"/> Implementación		

# SILABO

<b>8 INFORMACIÓN ESPECIFICA SOBRE LA ASIGNATURA</b>		
<b>ELABORADO POR: (DOCENTE)</b>	<b>REVISADO POR:</b>	<b>APROBADO POR: (COORDINADOR ACADÉMICO)</b>
<b>NOMBRE:</b> Freddy Jaramillo Ortiz	<b>NOMBRE:</b>	<b>NOMBRE:</b>
<b>FECHA:</b> martes, 24 de octubre de 2017	<b>FECHA:</b>	<b>FECHA:</b>