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1 INFORMACIÓN GENERAL SOBRE LA ASIGNATURA

CÓDIGO ASIGNATURA	1084-07-01-06		ASIGNATURA	English Level 6	CARRERA(S)	Para-académica
PERIODO ACADÉMICO	S1 2018-2019		NIVEL	Para-académica	MODALIDAD	Presencial
UNIDAD DE ORGANIZACIÓN CURRICULAR	Formación Básica		ORGANIZACIÓN DEL APRENDIZAJE	2	TOTA DE CRÉDITOS	7
DISTRIBUCIÓN DEL APRENDIZAJE (HORAS SEMANALES)	TEORÍA	6	LABORATORIO / PRACTICA	0	APRENDIZAJE AUTÓNOMO	12
TUTORÍAS (HORAS SEMANALES)	PRESENCIALES	3	VIRTUALES	-	TOTAL DE HORAS (SEMESTRE)	288

PRE-REQUISITOS

ASIGNATURA	CÓDIGO	ASIGNATURA	CÓDIGO
Ingles VI	1084-07-01-06	Escriba aquí	Escriba aquí
Escriba aquí	Escriba aquí		

2 INFORMACIÓN ESPECIFICA SOBRE LA ASIGNATURA

DESCRIPCIÓN	CONTEXTUALIZACIÓN DENTRO DEL PLAN DE ESTUDIOS

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English is a universal language. Most of the research papers, scientific articles, and academic essays around the world are written in English, which can also be called the international language of science. Considering that the Area of English of the Regional Amazon Ikiam University seeks to strengthen the processes of scientific research, this class is designed to prepare students for their professional careers. At this level, students are expected to have enough English skills to participate in a class taught entirely in English. The class is designed to improve students' English writing, oral, listening, reading, and critical thinking skills. English Level VI will prepare students to fully participate in academic discourse at the university level. The sixth level of English is designed to improve student´s communicative approach, writing, oral, listening, reading, and critical thinking skills of the students of careers of Water Engineering, Biotechnology, Ecology, and Geosciences. For this purpose, the English teachers at Ikiam University propose to align their curriculum to the Common European Framework of Reference standards according to the next six levels: A1: (level 1) - A2: (levels 1 and 2)- B1: (levels 2 and 3)-B2: (levels 4 and 5) - C1: (levels 5 and 6). Level 6 is a course that helps high-intermediate and advanced students take their English to a whole new level. It will progressively expand student's language abilities in both formal and conversational contexts; develop vocabulary through collocations and word building exercises; sharpen listening skills through naturalistic recordings based on real-life interactions; stimulate discussions with thought-provoking topics and reading texts drawn from authentic sources; and, build academic writing ability. (Richards & Sandy, 2015) This course is also designed to take students beyond writing based on personal experience to academic papers in which students just use sources to develop and support their ideas. It is also designed to students who have had exposure to basic rhetorical styles and have experience writing essays with a thesis statement and supporting points. (Dollahite & Haun, 2012)

This course is for advanced students of English at the C1 level. The primary goal of this class to give them the necessary skills to succeed and the confidence to join the international academic conversation. The class aims to increase their ability to interact both orally and in written form in English. In addition, it teaches them the step by step process of producing different kinds of innovative and critical texts. By the end of the class the students will be comfortable with being taught in English in any of their other classes. Their writing, speaking, listening and reading skills should be somewhere between B2-C1 which is enough to meet the demands of this university and continue on into successful careers as global scientists. Special attention is paid to critical examination of texts and ideas, with the view that most texts are a political argument of sorts, and most texts involve some hidden bias. Students will investigate texts in order to expand their thinking from black-and-white to the multitudinous grey areas of academic discourse. The students should be able to think deeply in English about a subject, and approach it with a sophisticated grasp of the language in order to solve problems and develop strategies and communicate all of this effectively. The Regional Amazonic Ikiam University is a place where teachers and students research, analyze, classify, choose, and finally write about the investigations, readings and workshops and international conferences they do, make, and attend. This level will help students to succeed in these activities that have everything to do with the subjects in the careers Ikiam offers, as relevant training and preparation to their profession, as future researchers who are writing scientific papers related to their work field. Students will be able to understand a wide range of demanding, longer texts and recognize implicit meaning. They will also be able to express themselves fluently and spontaneously. They will be able to use language flexibly and effectively for social, academic and professional purposes. Students will also be able to produce clear, well-structured, detailed text on complex subject, showing controlled use of organization patterns, connectors and cohesive devices, as well as quote, paraphrase and summarize papers.

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OBJETIVO GENERAL	OBJETIVOS ESPECÍFICOS
The general objective of the class is to give the students the necessary skills in reading, evaluating and producing higher level documents and presentations to guarantee their successful participation in academic discourse. Learners at this level are expected to be able to understand a wide range of demanding, longer texts or discourse and recognize implicit meaning. They should be able to express themselves fluently and spontaneously without much obvious searching for expressions. Language should be used flexibly and effectively for social, academic and professional interaction. They should be able to produce clear, well-structured, detailed text or discourse on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.	In this class the student will: 1. Learn the structural and stylistic differences between types of academic papers and sources 2) Increase their skills in reading and evaluating material written in English. 3) Create several pieces of original writing, including four essays 4) Learn to use multimodality to create engaging presentations (4 of these) 5) Formulate research and grant proposals. 6) Search scientific databases and quickly skim the literature to identify relevant material. 7) Improve their skills in critical reading 8) Organize ideas effectively 9) Learn skills in rhetoric Produce several short response essays 10) Learn to avoid plagiarism and other unethical practices. 11)Learn methods to address common writing problems—procrastination etc. 13) Increase their comprehension, oral and written skills in English.
COMPETENCIAS GENÉRICAS	**COMPETENCIAS ESPECIFICAS**
At this level, C1, the student learns how to communicate with other speakers fluently and spontaneously, almost effortlessly, with a good command of a broad range of language. The student can select an appropriate formulation to express him/herself clearly in an adequate style on a wide range of general, academic, professional or leisure topics, without having to restrict what he/she wants to say. The student can understand enough to follow extended written and oral texts on abstract and complex topics beyond his/her own field. The student can recognize sociocultural content of linguistic situations and understand a wide range of idiomatic expressions, appreciating register shifts. use contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next. The student will become an autonomous learner, developing and making use of communicative and learning strategies.	The students will produce four papers and four presentations based on their ability to create texts from original data or by the analysis and synthesis of other material. This is an English immersion class, all class discussion, reading and written material will be in English. The students will search electronic databases and use graphic and computer programs to communicate their ideas. The class aims to prepare the students academically with an eye towards a global future. The students will write clear, well-structured texts of complex subjects, underlining the relevant, salient issues, expanding and supporting points of view at some length with subsidiary arguments, reasons and relevant examples, and rounding off with an appropriate conclusion. The students will also understand in detail speech (or texts) on abstract and complex topics of a specialized nature beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. give clear, detailed descriptions and narratives of complex subjects, integrating subthemes, developing particular points and rounding off with an appropriate conclusion. Description and narration produce clear, smoothly-flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices. The students can organize speech in a generally sound way, linking most ideas appropriately, with or without explicit linking words.

METODOLOGÍA DE ENSEÑANZA

☒	Debate	☒	Redacción científica y técnica	I will use several methodologies during the course of this class. Most of the course will use a Communicative Language Teaching (CLT) approach. In this approach, function is emphasized over form. Students will often work with authentic materials in small groups on communicative activities. Other methodologies tested and utilized sporadically could be Situational Language Teaching, The Grammar-Translation Method, The Audio Lingual Method, Total Physical Response (TPR), Community Language Learning (CLL), and the Direct Method (TDM). While each method has its strengths and weaknesses, ultimately it is up to the teacher (taking into account the abilities of the class) to choose which methodology will be the most effective each week. During each week, the students will discuss and critically evaluate texts of all types. Much of this evaluation will take place in the form of writing and discussion. Much of our focus will be on creating convincing arguments and expressing oneself in English as clearly as possible. Students will collect their own lexis in order to advance vocabulary acquisition. Students will engage in a variety of games, exercises, and more. It should be noted that this class uses several technologies to assist with learning, and the first unit of four units will be entirely dedicated to practicing self-- education. The main goal is to make the students understand that there has to be a lot of effort put
☐	Diseño y prototipo	☐	Salida de campo Académica	
☒	Evaluación final	☒	Talleres	
☒	Evaluación parcial	☒	Tareas	

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☒	Exposiciones	☐	Trabajo de campo	in outside of the university in order for them to succeed. Because this may well be the last English class our students take, it is important for them to be given as many tools as possible to secure their future as fluent English speakers.
☒	Investigación bibliográfica	☒	Trabajo grupal	
☒	Lectura científica	☒	Trabajo individual	
☒	Mesas de discusión	☐		
☒	Participación	☐	---	
☐	Prácticas de laboratorio	☐	---	
☒	Proyecto de aula	☐	---	

DOCENTE(S)					
NOMBRE	**TITULO**	**ROL**	**EMAIL**	**OFICINA**	**HORARIOS ATENCIÓN**
Daniel J. Beall	**Master's in Composition**	**Teacher**	**Daniel.beall@ikiam.edu.ec**	**Oficina E**	**TWRF 10:00-12:00**

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SISTEMA DE EVALUACIÓN

PARCIAL	COMPONENTE	PORCENTAJE (%)	PUNTUACIÓN	INSTRUMENTO DE EVALUACIÓN
PRIMERA EVALUACIÓN (APRENDIZAJE COLABORATIVO)	APRENDIZAJE ASISTIDO POR EL PROFESOR	15	10	Essays, drafts, presentations
	PRACTICA DE APLICACIÓN Y EXPERIMENTACIÓN	20	10	Midterm essay and presentation
	COMPONENTE DE APRENDIZAJE AUTÓNOMO	15	10	Lexis Quizzes, drafts of Essay Sections
TOTAL PRIMERA EVALUACIÓN PARCIAL		50	10	
SEGUNDA EVALUACIÓN (APRENDIZAJE INDIVIDUAL)	APRENDIZAJE ASISTIDO POR EL PROFESOR	10	10	Classwork, one simple draft, essay and presentation
	PRACTICA DE APLICACIÓN Y EXPERIMENTACIÓN	10	10	Drafts of Essay Sections
	COMPONENTE DE APRENDIZAJE AUTÓNOMO	10	10	Lexis Quizzes
TOTAL SEGUNDA EVALUACIÓN PARCIAL		30	10	
EVALUACIÓN FINAL		20	10	
TOTAL		100	10	

FUENTES DE CONSULTA / REFERENCIA

DETALLE	TIPO DE BIBLIOGRAFÍA	TIPO RECURSO	UBICACIÓN

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2.	TEDx Talks. (2014, October 20). Forget university? 4 steps to design your own education | Till H. Groß | TEDxKlagenfurt [Video file]. Retrieved from https://www.youtube.com/watch?v=TUnpSYMNEhY	Basic	Video	Internet
3.	Lewis, B. (n.d.). How to learn a language in hours, not years [Blog post]. Retrieved from https://www.fluentin3months.com/hours-not-years/	Basic	Article	Internet
4.	TEDx Talks. (2013, November 20). How to learn any language in six months | Chris Lonsdale | TEDxLingnanUniversity [Video file]. Retrieved from https://www.youtube.com/watch?v=d0yGdNEWdn0	Basic	Video	Internet
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#	FECHA	UNIDAD	# HORAS	TEMA	SESIÓN	RESULTADOS DE APRENDIZAJE	RECURSOS DIDÁCTICOS Y/O ACADÉMICOS	INSTRUMENTOS DE EVALUACIÓN	BIBLIOGRAFÍA
1		Week One	6	• **Introduction to Course and Syllabus** • **Class Activities: Games for Introduction** • **Review and Exercises: whole basic essay structure** • **Introduction to Memrise platform** • **Self-Study Discussion: What resources do you use to learn English?** • **Presentation and Short Essay 1 Assignment Introduction** • **Reading: Why Self Educated Learners often Come up Short** • **Comprehension of Reading** • **Vocabulary collection** • **Sourcework p.14-18** • **Response writing** • **Listening: Forget University?** • **Discussion and Comprehension Exercises for Forget University** • **Grammar Workshop**		**Ss will receive an outline of the course.** **Ss will understand the structure of most basic essays.** **Ss will be introduced to several self-education technologies and be asked to use one of them.** **Ss will have participated in reading and listening comprehension exercises in order to understand the assigned texts.** **Ss will have created a critical response to texts.** **Ss will have been engaged in critical discussion about the texts.** **Ss will have been introduced to the characteristics of a written response.** **Ss will have critiqued the presentation style of different presenters.** **Ss will have begun to create clear, well-structured text and express points of view at some length.** **Ss will have defined the grammar issues that matter to them most and assistance will be given in those areas.**	Student's book. Audio Videos Magazines Articles Graphic organizers Didactic games Cutouts Lists of vocabulary Graphic organizers Educational web pages Song lyrics, poems Newspapers Journal Articles	**Formative assessment:** **Comprehension quizzes** **Worksheets**	1,2,23

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2		Week Two	6	• **Catching up from last week.** • **Review and exercises: thesis, hook, topic sentences, outlines** • **Sourcework p.40-44, 46-59** • **Reading: Fluent in hours not years** • **Listening: "How to Learn any language in six months"** • **Critical response to either the reading or the listening.**		**Ss will move further into basic essay structure.** **Ss will begin to outline their texts.** **Ss will participate in reading and listening comprehension exercises in order to understand the assigned texts.** **Ss will create a critical response to texts.** **Ss will be engaged in critical discussion about the texts.** **Ss will define the grammar issues that matter to them most and assistance will be given in those areas.**	Student's book. Audio Videos Magazines Articles Graphic organizers Didactic games Cutouts Lists of vocabulary Graphic organizers Educational web pages Song lyrics, poems Newspapers **Journal Articles**	**Formative assessment:** **Comprehension quizzes** **Worksheets**	3,4,23

5   CONTENIDOS

3		Week Three	3	**Review: The Writing Process** **Reading: "shitty first drafts"** **Discussion** **Sourcework p.72-78** **Writing Workshop/ Peer Review** **Essay 1 rough draft due**	**Ss will be taught to understand and value the writing process, and to understand issues with this idea.** **Ss will participate in their first Peer Review (in this class at least), a common tool in college level classes.** **Ss will understand what constitutes constructive review.** **Ss will participate in reading and listening comprehension exercises in order to understand the assigned texts.** **Ss will create a critical response to texts.** **Ss will be engaged in critical discussion about the texts.**	Student's book. Audio Videos Magazines Articles Graphic organizers Didactic games Cutouts Lists of vocabulary Graphic organizers Educational web pages Song lyrics, poems Newspapers **Journal Articles**	**Formative assessment:** **Comprehension quizzes** **Participation** **Essay Draft**	5,23

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| 4 | | Week Four | 6 | • **Return Rough Drafts**
• **Individual Conferences**
• **Revision Strategies**
• **Lexis Quiz 1**
• **Presentations Performed**
• **Short Essay 1 Final Due** | | Ss will perform 5-7 minute long presentations individually.
Students will hand in a 2-3 page essay on self-education.
Ss will participate in individual conferences with the teacher as they workshop their final papers.
Ss will be tested on vocabulary.
At the C1 level, students can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. The presentations will include different forms of media (multimodality) that a student is likely to encounter in any college. The presentations will effectively approach this goal. | Student's book.
Audio
Videos
Magazines
Articles
Graphic organizers
Didactic games
Cutouts
Lists of vocabulary
Graphic organizers
Educational web pages
Song lyrics,
poems
Newspapers

Journal Articles | \\

Summative Assessment:
Final Essay (rubric)
Final Presentation (rubric)
Lexis Quiz 1 (scored) | n/a |

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5		Week Five	4.5	• Reading on genome mapping • Return Presentations Graded • APA lessons and worksheets • Sourcework 123-138 • Reading: https://lareviewofbooks.org/article/the-future-of-academic-style-why-citations-still-matter-in-the-age-of-google/#! • Tutorial on searching free databases		Ss will review formal academic conventions and APA format. Ss will complete exercises related to the week's goals. Ss will begin to evaluate sources. Ss will participate in reading and listening comprehension exercises in order to understand the assigned texts. Ss will create a critical response to texts. Ss will be engaged in critical discussion about the texts.	Student's book. Audio Videos Magazines Articles Graphic organizers Didactic games Cutouts Lists of vocabulary Graphic organizers Educational web pages Song lyrics, poems Newspapers **Journal Articles**	**Formative assessment:** **Comprehension quizzes** **Worksheets**	6,8,23
6		Week Six	6	• **Return Short Essay 1 Final** • **Listening: Doudna** • **Write a response to Jennifer Doudna** • **Reading on geoengineering** • **Reference Page due** • **Evaluating sources continued.** • **Sourcework 145-152** • **Paraphrasing/Summary** • **Sourcework p. 19-28**		Ss will understand how to critically evaluate sources. Ss will also begin essential skills in paraphrasing and summary. Ss will begin to build a complex but rough reference list. Ss will begin to write their midterms, a 4-6 page essay. Ss will participate in reading and listening comprehension exercises in order to understand the assigned texts. Ss will create a critical response to texts. Ss will be engaged in critical discussion about the texts.	Student's book. Audio Videos Magazines Articles Graphic organizers Didactic games Cutouts Lists of vocabulary Graphic organizers Educational web pages Song lyrics, poems Newspapers **Journal Articles**	**Formative assessment:** **Reference Page (draft) (rubric)** **Worksheets**	7,10, 23

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5   CONTENIDOS

7		Week Seven	6		• **Informal draft of Midterm due** • **Listening: Keith David** • **Abstract and Title Page introduction** • **Review: Intros and Conclusions** • **Sourcework p.101-109**	Ss will review how to make effective introductions and conclusions, using their own work as a reference. Ss will learn to create a perfect abstract and title page. Ss will reformulate their introductions and conclusions. Ss will participate in reading and listening comprehension exercises in order to understand the assigned texts. Ss will create a critical response to texts. Ss will be engaged in critical discussion about the texts. Ss will begin to create 7-10 minute presentations.	Student's book. Audio Videos Magazines Articles Graphic organizers Didactic games Cutouts Lists of vocabulary Graphic organizers Educational web pages Song lyrics, poems Newspapers Journal Articles	**Formative assessment:** **Comprehension quizzes** **Essay Draft** **Presentation Draft** **Literature Cited**	11, 23
8		Week Eight	6		• **Abstract and title page due** • **Review: More revision techniques** • **Individual conferences** • **Integrating sources continued.** • **Review: Transition techniques** • **Sourcework 78-99; 110-122**	Ss will further explore revision techniques. Ss will participate in individual conferences. Ss will learn techniques for integrating sources effectively. Ss will finish scientific abstracts and title page. Ss will participate in reading and listening comprehension exercises in order to understand the assigned texts. Ss will create a critical response to texts. Ss will be engaged in critical discussion about the texts.	Student's book. Audio Videos Magazines Articles Graphic organizers Didactic games Cutouts Lists of vocabulary Graphic organizers Educational web pages Song lyrics, poems Newspapers **Journal Articles**	**Formative Assessment:** **Abstract and title page** **Individual conferences**	23

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9		**Week Nine**	6	• **Lexis Quiz 2** • **Considering Audience** • **Writing Workshop/Peer review** • **Transitions part 2** • **Individual conferences continued**		Ss will be tested on lexis from their personal corpus. Ss will be introduced to essential strategies in dealing with audience, including ethos, logos, pathos and more. Ss will continue individual conferencing with the teacher. Ss will perform more complex peer reviews. Ss will continue to practice transitions using student examples.	Student's book. Audio Videos Magazines Articles Graphic organizers Didactic games Cutouts Lists of vocabulary Graphic organizers Educational web pages Song lyrics, poems Newspapers Journal Articles	**Formative Assessment: Abstract and title page** **Individual conferences Peer Review** **Summative Assessment: Lexis Quiz 2**	n/a
10		**Week Ten**	?	**MIDTERM PRESENTATIONS AND ESSAYS DUE**				**Summative Assessment: Midterm and Presentations**	
11		**Week Eleven**		**WINTER BREAK**					
12		**Week Twelve**		**WINTER BREAK**					
13		**Week Thirteen**	6	• Reading: Advice to a young scientist • Sourcework p. 140-145 • Introduce proposal assn. • Student critique of sample proposals		Ss will participate in reading and listening comprehension exercises in order to understand the assigned texts. Ss will create a critical response to texts. Ss will be engaged in critical discussion about the texts. Ss will learn about grant/research proposals, an essential duty of the working scientist. Ss will critique proposals.	Student's book. Audio Videos Magazines Articles Graphic organizers Didactic games Cutouts Lists of vocabulary Graphic organizers Educational web pages Song lyrics, poems Newspapers **Journal Articles**	**Formative Assessment: Comprehension**	12 , 23

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14		**Week Fourteen**	6	• The peer review process. • How to seriously read academic work • Submitting a manuscript • Writing Workshop/ Peer Review • Grant proposals • Sample grant proposals • Submit Essay 2 Rough Draft		Ss will participate in reading and listening comprehension exercises in order to understand the assigned texts. Ss will create a critical response to texts. Ss will be engaged in critical discussion about the texts. Ss will understand how to read academic work the way academics do Ss will understand some of the professional writing processes involved in their future careers	Student's book. Audio Videos Magazines Articles Graphic organizers Didactic games Cutouts Lists of vocabulary Graphic organizers Educational web pages Song lyrics, poems Newspapers **Journal Articles**	**Formative Assessment:** **Peer review** **Essay 2 Rough Draft (rubric)**	12, 13, 14
15		**Week Fifteen**	6	• **Return Essay 2 Rough draft** • **Reading: Science of Sustainability** • **Individual Conferences** • **Fallacies**		Ss will participate in reading and listening comprehension exercises in order to understand the assigned texts. Ss may create a critical response to texts. Ss will be engaged in critical discussion about the texts. Ss will deal with grammar in context, as usual. Ss will get a view of their progress through conferences. Ss will understand the exact tools they can use for critical understanding, i.e. fallacies.	Audio Videos Magazines Articles Graphic organizers Didactic games Cutouts Lists of vocabulary Graphic organizers Educational web pages Song lyrics, poems Newspapers Journal Articles	**Formative Assessment:** **Conferences** **Comprehension**	17

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| 16 | ? | **Week Sixteen** | 6 | **Lexis Quiz 3** **Presentations Performed** **Essay 2 Final due** **Group reading of a scientific article of their choosing** **Review scientific essay structure, differences in essays** | | Ss will participate in reading and listening comprehension exercises in order to understand the assigned texts. Ss will create a critical response to texts. Ss will be engaged in critical discussion about the texts. Ss will choose an articles to explore that may contribute to their future research Ss will be exposed to several different types of scientific articles, and be asked to explain differences and similarities in discussion. | Audio
Videos
Magazines
Articles
Graphic organizers
Didactic games
Cutouts
Lists of vocabulary
Graphic organizers
Educational web pages
Song lyrics, poems
Newspapers

Journal Articles | **Summative Assessment:**
Final Essay (rubric)
Final Presentation (rubric)
Lexis Quiz 1 (scored) | ? |
| 17 | | **Week Seventeen** | 6 | **Return Presentations** **Begin Unit 4** **Introduce scientific paper, portfolio.** **Reading: How much to read??** | | Ss will be introduced to the final paper and portfolio project. Ss will participate in reading and listening comprehension exercises in order to understand the assigned texts. Ss will create a critical response to texts. Ss will be engaged in critical discussion about the texts. | Audio
Videos
Magazines
Articles
Graphic organizers
Didactic games
Cutouts
Lists of vocabulary
Graphic organizers
Educational web pages
Song lyrics, poems
Newspapers

Journal Articles | **Formative Assessment:**
Comprehension | 18 |

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| 18 | | Week Eighteen | 4.5 | **Intro and Methods draft due** **Submitting the manuscript** **Research papers are different than reviews.** | | Ss will be engaged in heavy workshop and peer review this week, as well as comprehension exercises | Audio
Videos
Magazines
Articles
Graphic organizers
Didactic games
Cutouts
Lists of vocabulary
Graphic organizers
Educational web pages
Song lyrics, poems
Newspapers

Journal Articles | **Formative Assessment:**
Intro and Methods Draft Comprehension | 15, 21,22 |
| 19 | | Week Nineteen | 6 | **Results and Discussion draft due** **Reading: Doing Global Science** **Reading: Teamwork in science** | | Ss will participate in reading and listening comprehension exercises in order to understand the assigned texts.
Ss will create a critical response to texts.
Ss will be engaged in critical discussion about the texts.
Ss will be encouraged to seek out global partners for their research, as well as partners within the university. | Student's book.
Audio
Videos
Magazines
Articles
Graphic organizers
Didactic games
Cutouts
Lists of vocabulary
Graphic organizers
Educational web pages
Song lyrics, poems
Newspapers

Journal Articles | **Formative Assessment:**
Results and Discussion draft | 19,20 |

SILABO

20		**Week Twenty**	6	• **Lexis and Vocab Quiz 4** • **Review: Revision techniques** • **Individual Conferences** • **Last formal day of class: Review**		Ss will largely be engaged in final preparation for their portfolio project. Ss will reinforce high-level vocabulary. Ss will work individually with the teacher to overcome final hurdles.	Student's book. Audio Videos Magazines Articles Graphic organizers Didactic games Cutouts Lists of vocabulary Graphic organizers Educational web pages Song lyrics, poems Newspapers Journal Articles	**Formative Assessment: Conferences** **Summative Assessment: Lexis Quiz 4**	n/a
21		**Week Twenty-one**	?	**FINALS WEEK** **Students will deliver 10-15 minute presentations individually.** **Students will deliver 6-8 page final papers with correct sources, abstract, and more. Students will deliver portfolio and have final conference.**		**This is the end of the course.**		**Summative Assessment: Portfolio (with Reflective Letter)** **Final Essay** **Final Presentation**	

SILABO

6   COMPONENTE DE INVESTIGACIÓN

UNIDAD Y TEMA DEL SILABO AL QUE CORRESPONDE	Week 1-21
NOMBRE DEL PROYECTO DE INVESTIGACIÓN	Level 6 Portfolio

CARÁCTER DEL PROYECTO	PROCESO DEL CONOCIMIENTO	DESCRIPCIÓN	PRODUCTO EVALUABLE
☐ Exploratorio ☒ Descriptivo	Indagación	Information collection throughout the semester is required to have a complete portfolio. To do this, students will have to collect bibliographic information from books and reliable and peer-reviewed articles, taken from recognized databases, with the aim of completing their essays and presentations. Students must save their work, including the graded rubrics I have given them, in order to demonstrate the extent of their learning during the semester.	Final Portfolio: During the semester, students will complete four essays and four presentations which will make up the bulk of the final project. Students will assemble all of the documents they have created this semester into a larger document, the "Level 6 Portfolio". The portfolio will contain: 1 Reflective Letter about their progress during this semester in English, Completed presentations (6 slides per page), Presentation Rubrics, Completed Essays (including title pages, references, and abstracts if available), Essay Rubrics, and a Final Thank You Letter. This portfolio will be delivered digitally to me during finals week, before their individual conference. The students will meet with the teacher during finals week for a private conference about their progress during the semester, and their portfolio will be evaluated. The portfolio will be evaluated on a pass/fail basis as their final exam.
	Exploración	Once the information has been collected for each essay and presentation, students should analyze and interpret the data or evidence, exploring every possible angle and trying to find patterns and new understandings from the information gathered. Then they will make connections between the results found with the information of the literature review because that will allow them to provide support for the findings of their studies.	
	Organización	Students will present all the information in a final product that is their Research Portfolio. During the semester, students will complete four essays and four presentations which will make up the bulk of the final project. Students will assemble all of the documents they have created this semester into a larger document, the "Level 6 Portfolio". The portfolio will contain: 1 Reflective Letter about their progress during this semester in English, Completed presentations (6 slides per page), Presentation Rubrics, Completed Essays (including title pages, references, and abstracts if available), Essay Rubrics, and a Final Thank You Letter. This portfolio will be delivered digitally to me during finals week, before their individual conference. The students will meet with the teacher during finals week for a private conference about their progress during the semester, and their portfolio will be evaluated. The portfolio will be evaluated on a pass/fail basis as their final exam.	

7   INNOVACIÓN TECNOLÓGICA Y TRANSFERENCIA DE CONOCIMIENTO

UNIDAD Y TEMA DEL SILABO AL QUE CORRESPONDE	N/A
DESCRIPCIÓN DEL PROBLEMA	N/A

SOLUCIÓN DEL PROBLEMA			
TIPO	COMPONENTE	DESCRIPCIÓN	PRODUCTO EVALUABLE
☐ Modelo ☐ Estrategia	☐ Exploración y Evaluación	ESCRIBIR 1 PÁRRAFO APROX MAX 170 PALABRAS	ESCRIBIR 1 PÁRRAFO DE APROX MAX 100 PALABRAS
	☐ Perfeccionamiento		

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	☐ Diseño		
	☐ Implementación		

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8	INFORMACIÓN ESPECIFICA SOBRE LA ASIGNATURA	
ELABORADO POR: (DOCENTE)	**REVISADO POR:**	**APROBADO POR: (COORDINADOR ACADÉMICO)**
NOMBRE: Daniel Beall	**NOMBRE:** Daniel Beall	**NOMBRE:** Jonathan Liria
FECHA:	**FECHA:**	**FECHA:**