

SILABO

1 INFORMACIÓN GENERAL SOBRE LA ASIGNATURA						
CÓDIGO ASIGNATURA	Escriba aquí		ASIGNATURA	English for Special Purposes	CARRERA(S)	Para-académica
PERIODO ACADÉMICO	P2 2017		NIVEL	Para-académica	MODALIDAD	Presencial
UNIDAD DE ORGANIZACIÓN CURRICULAR	Formación Profesional		ORGANIZACIÓN DEL APRENDIZAJE	2	TOTA DE CRÉDITOS	7
DISTRIBUCIÓN DEL APRENDIZAJE (HORAS SEMANALES)	TEORÍA	6	LABORATORIO / PRACTICA		APRENDIZAJE AUTÓNOMO	12
TUTORÍAS (HORAS SEMANALES)	PRESENCIALES	0	VIRTUALES		TOTAL DE HORAS (SEMESTRE)	28
PRE-REQUISITOS						
ASIGNATURA	CÓDIGO		ASIGNATURA	CÓDIGO		
English for Special Purposes	Escriba aquí		Escriba aquí	Escriba aquí		
Escriba aquí	Escriba aquí					
2 INFORMACIÓN ESPECIFICA SOBRE LA ASIGNATURA						
DESCRIPCIÓN				CONTEXTUALIZACIÓN DENTRO DEL PLAN DE ESTUDIOS		
<p>Currently, English is the international lingua franca. Hence English is a core aspect of the Amazonian Regional University Ikiam. English for Special purposes is designed to enhance Ikiam students' writing, oral, listening, reading and critical thinking skills. Whether these students plan to attend graduate school abroad or seek employment in Ecuador, their areas of study—Water Sciences, Biotechnology, Ecosystems and Geosciences—will require them to have mastery in English. This course will hone their English skills and prepare them for their future careers. A major goal is to ensure that the students can pass international exams such as TOEFL and function in the international scientific world comfortably both in terms of academics and a mix of social contexts.</p>				<p>This class is designed for advanced English student (B2 or C1 in CEFR). At the end of the class students will be able to:</p> <p>1) understand with ease virtually everything heard or read in English; 2) summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation 3) express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations. The class will be adjusted to the student's specific needs. Weak areas will be identified and addressed using a variety of methods including Communication Language Teaching, Kolb's strategies and Cooperative learning.</p>		

SILABO

3 INFORMACIÓN ESPECIFICA SOBRE LA ASIGNATURA

OBJETIVO GENERAL		OBJETIVOS ESPECÍFICOS			
Students will be prepared to interact in the international scientific world as well in a variety of social contexts. They will be able to communicate with ease in both oral and written formats of English with good comprehension and listening skills.		Students will be able to produce a professional level academic paper or presentation in their area of study in English. They will learn how to quickly evaluate the relevance of academic papers. How to quickly read, assess and organize reading material and their own data. Will learn how to edit their work in English to produce clear, professional level papers. The students will be able to speak fluently in English using the intonation and register appropriate for a variety of situations. Will increase their critical thinking skills and apply these skills to both their own work as well as that of others. Will have a good understanding of international academic culture as well as that of English speaking countries.			
COMPETENCIAS GENÉRICAS		COMPETENCIAS ESPECIFICAS			
ESCRIBIR MIN 250 O APROX MAX 300 PALABRAS		ESCRIBIR MIN 250 O APROX MAX 300 PALABRAS			
METODOLOGÍA DE ENSEÑANZA					
<input type="checkbox"/>	Charlas magistrales	<input checked="" type="checkbox"/>	Proyecto de investigación		
<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 checked="" type="checkbox"/>	Mesas de discusión	<input checked="" type="checkbox"/>	Visitas		
<input checked="" type="checkbox"/>	Participación	<input checked="" type="checkbox"/>	Collaborative activities		
<input type="checkbox"/>	Prácticas de laboratorio	<input type="checkbox"/>			
<input checked="" type="checkbox"/>	Proyecto de aula	<input type="checkbox"/>	---		
This class will be specifically designed and implemented according to the specific needs of the students. After an initial week of evaluation the syllabus will be designed to address identified weaknesses. The first half of the class will be dedicated to the improvement of the students' grammatical skills in targeted areas. The second half of the class will be dedicated to the production of a professional level academic paper or presentation in an area chosen by the student. The class will participate in both formative and summative assessments. A variety of materials will be used, including professional academic papers in the topic area, and videos. We will use several books as well as web-sites devoted to scientific writing in English. These materials are not specifically designed for English as a second language learner, but are designed to help professionals hone their writing, reading and critical thinking skills. In addition we will watch a series of segments from US television shows to widen the range of situations in which students can interact with ease, improve their vocabulary and more specifically increase their grasp of English pronunciation. We will also carry out a number of activities designed to increase the students' awareness of cultural differences and prepare them for an international career. We will use a variety of cognitive and meta cognitive strategies to help students develop the confidence and skills necessary to interact with ease in the international scientific community.					
DOCENTE(S)					
NOMBRE	TITULO	ROL	EMAIL	OFICINA	HORARIOS ATENCIÓN
Connie Dickinson	PhD	Docente/Investigadora	connie.dickinson@ikiam.edu	Aula C	By appointment

SILABO

4 INFORMACIÓN ESPECIFICA SOBRE LA ASIGNATURA

SISTEMA DE EVALUACIÓN				
PARCIAL	COMPONENTE	PORCENTAJE (%)	PUNTUACIÓN	INSTRUMENTO DE EVALUACIÓN
PRIMERA EVALUACIÓN (APRENDIZAJE COLABORATIVO)	APRENDIZAJE ASISTIDO POR EL PROFESOR	20	10	Midterm Exam
	PRACTICA DE APLICACIÓN Y EXPERIMENTACIÓN	10	10	Class participation, discussion, reports, quizzes
	COMPONENTE DE APRENDIZAJE AUTÓNOMO	10	10	Project preparation, Assignments
TOTAL PRIMERA EVALUACIÓN PARCIAL		40	30	
SEGUNDA EVALUACIÓN (APRENDIZAJE INDIVIDUAL)	APRENDIZAJE ASISTIDO POR EL PROFESOR	10	10	Quizzes, in-class projects
	PRACTICA DE APLICACIÓN Y EXPERIMENTACIÓN	10	10	Class participation, discussion
	COMPONENTE DE APRENDIZAJE AUTÓNOMO	10	10	Presentations, homework
TOTAL SEGUNDA EVALUACIÓN PARCIAL		30	10	
EVALUACIÓN FINAL		30	10	
TOTAL		100	10	
FUENTES DE CONSULTA / REFERENCIA				
DETALLE	TIPO DE BIBLIOGRAFÍA	TIPO RECUSO	UBICACIÓN	
1. Malmfors, Birgitta, Garnsworthy, Phil, Grossman, Michael. (2004). <i>Writing and Presenting Scientific Papers</i> . Nottingham: Nottingham University Press.	Basic	Text	Selected chapters handed out in class	
2. Peat, Jennifer, Elliot, Elizabeth, Baur, Louise, Keena, (2002). Victoria. <i>Scientific Writing: Easy when you know how</i> . London: BMJ Books.	Basic	Text	Selected chapters handed out in class	
3. Blackwell, John & Martin, Jan. (2011) <i>A Scientific Approach to Scientific Writing</i> . New York: Springer	Basic	Text	Selected chapters handed out in class	
4. Learning Express. (2010). <i>501 Grammar and Writing Questions</i> . New York: Learning Express	Basic	Text	Selected chapters handed out in class (Note: all the Learning Express materials are designed with academic tests including those such as TOEFL in mind. So these exercises not only improve the students' grammar, writing, reading and critical thinking skills, but also prepare them to take standard academic placement exams).	
5. Schimel, Joshua. (2012). <i>Writing Science</i> . New York: Oxford University Press.	Basic	Text	Selected chapters handed out in class. Innovative approach to scientific writing with many good writing examples and exercises.	
6. Learning Express. (2015). <i>501 Questions to Master Everyday Grammar and Writing</i> . New York: Learning Express	Basic	Text	Selected exercises and chapters handed out in class	
7. Learning Express. (2013). <i>Grammar Success in Twenty Minutes a Day</i> . New York: Learning Express	Basic	Text	Selected exercises and chapters handed out in class	
8. Learning Express. (2006). <i>Grammar Essentials</i> . New York: Learning Express	Basic	Text	Selected exercises and chapters handed out in class	
9. Ted Talks: https://www.ted.com/talks	Complementary	Video	Presented in class. A variety of videos chosen for their relevance to current class topics	
10. Other videos and news clips	Complementary	Video	A variety of short videos and news clips according to their relevance to current class topics and current topicality. They will be downloaded and presented in class.	

SILABO

11. US TV series	Complementary	Video	This will be chosen by the class and presented in class.
12. Selection of professional academic research papers chosen for their relevance to the current class topic	Complementary	text	Handed out in class

5 CONTENIDOS

#	FECHA	UNIDAD	# HORAS	TEMA	SESIÓN	RESULTADOS DE APRENDIZAJE	RECURSOS DIDÁCTICOS Y/O ACADÉMICOS	INSTRUMENTOS DE EVALUACIÓN	BIBLIOGRAFÍA
	2nd to 6th of Abril, 2018	1. Evaluation	6	<p>Introduction and initial diagnosis of students' skills</p> <p>Students skilled will be evaluated using a TOEFL practice exam as well as oral, listening and comprehension exercises in class.</p> <p>Exercises to improve pronunciation of English vowels and consonants.</p> <p>Introduction to Scientific Writing</p> <p>Reenact segments of a US TV series using the correct pronunciation and intonation.</p>	T, E, A	<p>Improve comprehension, listening, writing and speaking skills.</p> <p>Become aware of the importance of good communication in science. Scientists are writers.</p> <p>Reenact segments of a US TV series using the correct pronunciation and intonation.</p>	<p>Selected chapters from grammar materials</p> <p>Ted Talk</p> <p>Video</p> <p>Articles</p>	<p>Quiz</p> <p>Exam</p> <p>Presentations</p> <p>Class Discussion</p> <p>Short Essays</p> <p>Final Project</p>	4, 6, 5, 8, 10, 11
	9th to 13th of Abril, 2018	2. Overall Story Structure of Scientific Papers	6	<p>Introduction to general story structure of scientific papers</p> <p>Grammar review: Will focus on the primary problematic areas identified in the evaluation</p> <p>Phonetics practice: differences between English and Spanish consonants. English vowels</p>	T, E, A	<p>Analyze a scientific paper in terms of overall story structure</p> <p>Analyze a scientific Ted Talk in terms of overall story structure</p> <p>Master a problematic area of English grammar</p> <p>Master written exercise based on TOEFL</p> <p>Master oral exercise based on TOEFL</p> <p>Reenact segments of a US TV series using the correct pronunciation and intonation.</p>	<p>Scientific research papers</p> <p>Selected chapters from grammar materials</p> <p>Ted Talk</p> <p>Video</p> <p>Articles</p>	<p>Quiz</p> <p>Exam</p> <p>Presentations</p> <p>Class Discussion</p> <p>Short Essays</p> <p>Final Project</p>	4, 6, 5, 8, 10, 11

SILABO

5 CONTENIDOS

	16th to 20th of Abril, 2018	Abstract and Introduction to Scientific Paper	6	<p>How to write a relevant abstract and good introduction Grammar review: Definite and indefinite use of articles. General and specific reference</p> <p>Phonetics practice: differences between English and Spanish consonants. English vowels</p>	T, E, A	<p>Analyze the introduction of a scientific paper.</p> <p>Analyze the introduction of a scientific talk.</p> <p>Write a short abstract and introduction.</p> <p>Master written exercise based on TOEFL Master oral exercise based on TOEFL</p> <p>Reenact segments of a US TV series using the correct pronunciation and intonation.</p>	<p>Scientific research papers Selected chapters from grammar materials Ted Talk Video Articles</p>	<p>Quiz Exam Presentations Class Discussion</p> <p>Short Essays Final Project</p>	4, 6, 5, 8, 10, 11
	23th to 27th of Abril, 2018	Hypothesis and challenge	6	<p>Hypothesis or “challenge” of the paper—link to abstract and introduction.</p> <p>Grammar review: Focused on problem areas identified in the evaluation</p> <p>Phonetics practice: differences between English and Spanish consonants. English vowels</p>	T, E, A	<p>Analyze scientific paper in terms of the challenge presented by the paper.</p> <p>Analyze the challenge presented in a Ted Talk.</p> <p>Clearly present a hypothesis in written form.</p> <p>Master an area of English Grammar</p> <p>Master written exercise based on TOEFL Master oral exercise based on TOEFL</p> <p>Reenact segments of a US TV series using the correct pronunciation and intonation.</p>	<p>Scientific research papers Selected chapters from grammar materials Ted Talk Video Articles</p>	<p>Quiz Exam Presentations Class Discussion</p> <p>Short Essays Final Project</p>	4, 6, 5, 7, 8, 10, 11

5 CONTENIDOS

	30th of April to 4th of May 2018	3. Presentation of data	6	<p>How to clearly present data in a scientific paper.</p> <p>Grammar review: Focused on problem areas identified in the evaluation</p> <p>English suprasegmentals</p>	T, E, A	<p>Analyze the presentation of data in a scientific paper</p> <p>Analyze the presentation of data in a scientific presentation.</p> <p>Write a short essay examining the differences between data presented in a presentation and in papers.</p> <p>Master an area of English Grammar</p> <p>Master written exercise based on TOEFL</p> <p>Master oral exercise based on TOEFL</p> <p>Reenact segments of a US TV series using the correct pronunciation and intonation.</p>	<p>Scientific research papers</p> <p>Selected chapters from grammar materials</p> <p>Ted Talk</p> <p>Video</p> <p>Articles</p>	<p>Quiz</p> <p>Exam</p> <p>Presentations</p> <p>Class Discussion</p> <p>Short Essays</p> <p>Final Project</p>	4, 6, 5, 7, 8, 10, 11
	7th to 11th of May 2018	4. Results	6	<p>How to present results in a scientific paper</p> <p>Grammar review: Focused on problem areas identified in the evaluation and student exercises</p> <p>English suprasegmentals</p>	T, E, A	<p>Analyze the results section of a scientific paper</p> <p>Analyze the results section of an academic talk.</p> <p>Master an area of English Grammar</p> <p>Master written exercise based on TOEFL</p> <p>Master oral exercise based on TOEFL</p> <p>Reenact segments of a US TV series using the correct pronunciation and intonation.</p>	<p>Scientific research papers</p> <p>Selected chapters from grammar materials</p> <p>Ted Talk</p> <p>Video</p> <p>Articles</p>	<p>Quiz</p> <p>Exam</p> <p>Presentations</p> <p>Class Discussion</p> <p>Short Essays</p> <p>Final Project</p>	4, 6, 5, 7, 8, 10, 11

SILABO

5 CONTENIDOS

	<p>14th to 18th of May 2018</p>	<p>5. Conclusion</p>	<p>6</p>	<p>Analyze and produce papers with a clear concise conclusion and relevant discussion</p> <p>Grammar review: Focused on problem areas identified in the evaluation and student exercises</p> <p>English suprasegmentals</p>	<p>T, E, A</p>	<p>Analyze the conclusion of a scientific paper</p> <p>Analyze the conclusion of a scientific presentation</p> <p>Write a clear conclusion</p> <p>Master an area of English Grammar</p> <p>Master written exercise based on TOEFL</p> <p>Master oral exercise based on TOEFL</p> <p>Reenact segments of a US TV series using the correct pronunciation and intonation.</p>	<p>Scientific research papers</p> <p>Selected chapters from grammar materials</p> <p>Ted Talk</p> <p>Video</p> <p>Articles</p>	<p>Quiz</p> <p>Exam</p> <p>Presentations</p> <p>Class Discussion</p> <p>Short Essays</p> <p>Final Project</p>	<p>4, 6, 5, 7, 8, 10, 11</p>
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SILABO

5 CONTENIDOS

	21th to 25th of May 2018	6. Internal Structure	6	<p>Well-organized internal structure</p> <p>Grammar review: Focused on problem areas identified in the evaluation and student exercises</p> <p>English suprasegmentals</p>	T, E, A	<p>Analyze internal structure in a scientific paper.</p> <p>Analyze internal structure in oral presentations.</p> <p>Analyze the internal structure of conclusions written in the previous week. Rewrite.</p> <p>Master an area of English Grammar</p> <p>Master written exercise based on TOEFL</p> <p>Master oral exercise based on TOEFL</p> <p>Reenact segments of a US TV series using the correct pronunciation and intonation.</p>	<p>Scientific research papers</p> <p>Selected chapters from grammar materials</p> <p>Ted Talk</p> <p>Video</p> <p>Articles</p>	<p>Quiz</p> <p>Exam</p> <p>Presentations</p> <p>Class Discussion</p> <p>Short Essays</p> <p>Final Project</p>	4, 6, 5, 7, 8, 10, 11
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5 CONTENIDOS

	28th of May to 1st of June 2018	7. Paragraphs	6 Paragraphs—structure, differences between point-first and point-last paragraphs and usage. Grammar review: Focused on problem areas identified in the evaluation and student exercises English suprasegmentals	T, E, A Analyze a set of paragraphs scientific paper. Analyze units in scientific presentation. Rewrite a series of poorly written paragraphs. Rewrite a point-first paragraph to produce a point-last paragraph and vice versa. Master an area of English Grammar Master written exercise based on TOEFL Master oral exercise based on TOEFL Reenact segments of a US TV series using the correct pronunciation and intonation.	Scientific research papers Selected chapters from grammar materials Ted Talk Video Articles	Quiz Exam Presentations Class Discussion Short Essays Final Project	4, 6, 5, 7, 8, 10, 11
	4th to 8th of June 2018	8. Sentences	6 Sentences—opening and resolution. Topic, attention and focus—how to direct the reader’s attention. Eliminating run-on sentences. Grammar review: Focused on problem areas identified in the evaluation and student exercises English suprasegmentals	T, E, A Analyze the structure of a variety of sentences identifying, topic, focus and attention flow. Correct a series of poorly written sentences Grammatical worksheet Reenact segments of a US TV series using the correct pronunciation and intonation.	Scientific research papers Selected chapters from grammar materials Ted Talk Video Articles	Quiz Exam Presentations Class Discussion Short Essays Final Project	1, 2, 3, 4, 6, 5, 7, 8, 10, 11

SILABO

5 CONTENIDOS

	<p>11th to 15th of June 2018</p>	<p>9. Flow</p>	<p>6</p>	<p>Creating flow, word order, word choice, transitional phrases and words; parallel structures</p> <p>Grammar review: Focused on problem areas identified in the evaluation and student exercises</p> <p>English suprasegmentals</p>	<p>T, E, A</p>	<p>Analyze flow in scientific paper</p> <p>Analyze flow in scientific presentation</p> <p>Write a short paper with good fluid structure</p> <p>Master an area of English Grammar</p> <p>Master written exercise based on TOEFL</p> <p>Master oral exercise based on TOEFL</p> <p>Reenact segments of a US TV series using the correct pronunciation and intonation.</p>	<p>Scientific research papers</p> <p>Selected chapters from grammar materials</p> <p>Ted Talk</p> <p>Video</p> <p>Articles</p>	<p>Quiz</p> <p>Exam</p> <p>Presentations</p> <p>Class Discussion</p> <p>Short Essays</p> <p>Final Project</p>	<p>1, 2, 3, 4, 6, 5, 7, 8, 10, 11</p>
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SILABO

5 CONTENIDOS

	<p>18th to 22th of June 2018</p>	<p>10. Energized writing</p>	<p>6</p>	<p>Energized writing: purpose of passive vs. active; nominalizations vs. active verbs; appropriate use of personal pronouns</p> <p>Grammar review: Focused on problem areas identified in the evaluation and student exercises</p> <p>English suprasegmentals</p>	<p>T, E, A</p>	<p>Read two scientific papers and compare and contrast the two in terms of active, energized writing.</p> <p>Rewrite to energize: exercise re-writing dull scientific writing.</p> <p>Master an area of English Grammar</p> <p>Master written exercise based on TOEFL</p> <p>Master oral exercise based on TOEFL</p> <p>Reenact segments of a US TV series using the correct pronunciation and intonation.</p>	<p>Scientific research papers Selected chapters from grammar materials Ted Talk Video Articles</p>	<p>Quiz Exam Presentations Class Discussion</p> <p>Short Essays Final Project</p>	<p>1, 2, 3, 4, 6, 5, 7, 8, 10, 11</p>
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5 CONTENIDOS

	25th to 29th of June 2018	11. Words	6	<p>Appropriate word choice: register, jargon, acronyms, emotional vs. analytical; prepositional phrases vs. compound nouns; tricky words</p> <p>Writing style</p> <p>English suprasegmentals</p>	<p>T, E, A</p> <p>Compare an oral scientific presentation to a scientific paper—are there differences in word choice?</p> <p>Identify differences in word choice between various writing styles</p> <p>Master an area of English Grammar</p> <p>Master written exercise based on TOEFL</p> <p>Master oral exercise based on TOEFL</p> <p>Reenact segments of a US TV series using the correct pronunciation and intonation.</p>	<p>Scientific research papers</p> <p>Selected chapters from grammar materials</p> <p>Ted Talk</p> <p>Video</p> <p>Articles</p>	<p>Quiz</p> <p>Exam</p> <p>Presentations</p> <p>Class Discussion</p> <p>Short Essays</p> <p>Final Project</p>	<p>1, 2, 3, 4, 6, 5, 7, 8, 10, 11</p>
	2nd to 6th of July 2018	12. Condensing	6	<p>Condensing. Strategies for condensing, redundancies, eliminating the obvious, modifiers, adverbs and adjectives, metadiscourse, verbosity, clarity,</p> <p>Writing style</p> <p>English suprasegmentals</p>	<p>T, E, A</p> <p>Reduce a 800-850 word paper to 720-760 words.</p> <p>Master an area of English Grammar</p> <p>Master written exercise based on TOEFL</p> <p>Master oral exercise based on TOEFL</p> <p>Reenact segments of a US TV series using the correct pronunciation and intonation.</p>	<p>Scientific research papers</p> <p>Selected chapters from grammar materials</p> <p>Ted Talk</p> <p>Video</p> <p>Articles</p>	<p>Quiz</p> <p>Exam</p> <p>Presentations</p> <p>Class Discussion</p> <p>Short Essays</p> <p>Final Project</p>	<p>1, 2, 3, 4, 6, 5, 7, 8, 10, 11</p>

SILABO

5 CONTENIDOS

	9th to 13th of July 2018	13. Eliminating Fog	6	<p>Eliminating Fog and Saying what you mean—putting it all together to edit a paper.</p> <p>English suprasegmentals</p>	T, E, A	<p>Edit and rewrite a poorly written section of a scientific paper</p> <p>Worksheet to correct sloppy or unclear writing</p> <p>Master an area of English Grammar</p> <p>Master written exercise based on TOEFL</p> <p>Master oral exercise based on TOEFL</p> <p>Reenact segments of a US TV series using the correct pronunciation and intonation.</p>	<p>Scientific research papers</p> <p>Selected chapters from grammar materials</p> <p>Ted Talk</p> <p>Video</p> <p>Articles</p>	<p>Quiz Exam</p> <p>Presentations</p> <p>Class Discussion</p> <p>Short Essays</p> <p>Final Project</p>	1, 2, 3, 4, 6, 5, 7, 8, 10, 11
	16th to 20th of July 2018	14. Abstract and Introduction	6	<p>Abstract and Introduction</p> <p>English suprasegmentals</p>	T, E, A	<p>Presentation of rough draft of abstract and introduction.</p> <p>Learn to edit their own and other students abstracts and introductions using good writing principles.</p> <p>Master an area of English Grammar</p> <p>Master written exercise based on TOEFL</p> <p>Master oral exercise based on TOEFL</p> <p>Reenact segments of a US TV series using the correct pronunciation and intonation.</p>	<p>Scientific research papers</p> <p>Selected chapters from grammar materials</p> <p>Ted Talk</p> <p>Video</p> <p>Articles</p>	<p>Quiz Exam</p> <p>Presentations</p> <p>Class Discussion</p> <p>Short Essays</p> <p>Final Project</p>	1, 2, 3, 4, 6, 5, 7, 8, 10, 11

SILABO

5 CONTENIDOS

	23th to 27th of July 2018	15. Methods	6	<p>Methodology section of scientific paper. How it differs from other sections.</p> <p>English suprasegmentals</p>	T, E, A	<p>Student presentations and editing of methodology section of student scientific papers.</p> <p>Master an area of English Grammar</p> <p>Master written exercise based on TOEFL</p> <p>Master oral exercise based on TOEFL</p> <p>Reenact segments of a US TV series using the correct pronunciation and intonation.</p>	<p>Scientific research papers</p> <p>Selected chapters from grammar materials</p> <p>Ted Talk</p> <p>Video</p> <p>Articles</p>	<p>Quiz Exam</p> <p>Presentations</p> <p>Class Discussion</p> <p>Short Essays</p> <p>Final Project</p>	1, 2, 3, 4, 6, 5, 7, 8, 10, 11
	30th of July to 3rd of August 2018	16. Results	6	<p>Results: Clear presentation of experimental results.</p> <p>English suprasegmentals</p>	T, E, A	<p>Student presentations and editing of results section of student scientific papers.</p> <p>Master an area of English Grammar</p> <p>Master written exercise based on TOEFL</p> <p>Master oral exercise based on TOEFL</p> <p>Reenact segments of a US TV series using the correct pronunciation and intonation.</p>	<p>Scientific research papers</p> <p>Selected chapters from grammar materials</p> <p>Ted Talk</p> <p>Video</p> <p>Articles</p>	<p>Quiz Exam</p> <p>Essays</p> <p>Presentations</p> <p>Class Discussion</p> <p>Scientific paper</p>	1, 2, 3, 4, 6, 5, 7, 8, 10, 11

SILABO

5 CONTENIDOS

	<p>6th of August to the 10th of August 2018</p>	<p>17. Conclusion and discussion</p>	<p>6</p>	<p>Clear discussion and conclusion section of scientific paper</p> <p>Style Matters and Grammar review</p> <p>English suprasegmentals</p>	<p>T, E, A</p>	<p>Student presentations and editing of conclusion and discussion section of student scientific papers.</p> <p>Master an area of English Grammar</p> <p>Master written exercise based on TOEFL</p> <p>Master oral exercise based on TOEFL</p> <p>Reenact segments of a US TV series using the correct pronunciation and intonation.</p>	<p>Scientific research papers</p> <p>Selected chapters from grammar materials</p> <p>Ted Talk</p> <p>Video</p> <p>Articles</p>	<p>Quiz</p> <p>Exam</p> <p>Essays</p> <p>Presentations</p> <p>Class Discussion</p> <p>Scientific paper</p>	<p>1, 2, 3, 4, 6, 5, 7, 8, 10, 11</p>
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SILABO

6 COMPONENTE DE INVESTIGACIÓN			
UNIDAD Y TEMA DEL SILABO AL QUE CORRESPONDE		ESCRIBIR EL NOMBRE DE LA UNIDAD Y EL TEMA AL QUE CORRESPONDE	
NOMBRE DEL PROYECTO DE INVESTIGACIÓN		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			
UNIDAD Y TEMA DEL SILABO AL QUE CORRESPONDE		ESCRIBIR EL NOMBRE DE LA UNIDAD Y EL TEMA AL QUE CORRESPONDE	
DESCRIPCIÓN DEL PROBLEMA		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

8 INFORMACIÓN ESPECIFICA SOBRE LA ASIGNATURA		
ELABORADO POR: (DOCENTE)	REVISADO POR:	APROBADO POR: (COORDINADOR ACADÉMICO)
NOMBRE: Dra. Connie Dickinson, PhD	NOMBRE: Escriba aquí	NOMBRE: Escriba aquí
FECHA: Seleccione una fecha	FECHA:	FECHA: