

**SUBJECT SYLLABUS
ACADEMIC OVERVIEW
INTERNATIONAL SCHOOL OF ECONOMIC & ADMINISTRATIVE SCIENCES**

COURSE NAME AND CODE: English VII (62137)

PROGRAM:

Bachelor of Business Administration (BBA)

Bachelor of Administration & Service (BA&S)

Bachelor of International Business (BIB)

Bachelor of International Marketing & Logistics Administration (BIMLA)

Bachelor of Economics & International Finance (EIF)

Bachelor of Gastronomy (GAS)

LEVEL OF STUDY: Undergraduate Programme

GENERAL ACADEMIC INFORMATION			
LATEST UPDATE	2020-2		
ACADEMIC DEPARTMENT	Languages		
SUBJECT TYPE	Mandatory		
LANGUAGE	English		
SEMESTER	Programme	Semester	
	BBA	4	
	BIB	3	
	BA&S	4	
	BIMLA	3	
	EIF	3	
	GAS	3	
NUMBER OF	3		

ACADEMIC CREDITS					
HOURS OF ACADEMIC WORK	144	CONTACT HOURS	64	HOURS OF INDEPENDENT/AUTONOMOUS WORK	80
LEARNING PREREQUISITES	<ul style="list-style-type: none"> ✓ Suggest, negotiate, and describe solutions to modern international problems and lifestyles ✓ Write a persuasive essay including an introduction, first argument, counter argument, and conclusion ✓ Transmit ideas considering their context and adapting to different cultural themes ✓ Understand texts of medium difficulty about academic and daily topics 				
INTERNATIONAL COMPONENT	<ul style="list-style-type: none"> • Research and/or projects with international and intercultural components. 				
SUSTAINABLE DEVELOPMENT GOALS (SDG)	SDG: 4. Quality Education				
COURSE DETAILS					
COURSE DESCRIPTION	<p>Learning foreign languages has become a core competency for professional development. Communicating in a foreign language is often a requirement to graduate from some colleges or universities and to apply for graduate programs or job offers; where students should be able to demonstrate not only their linguistic competencies but also their ability to think critically through the sociocultural genres of spoken and written discourse. As Graddol (2006) points out, English will soon be recognized not only as a foreign language, but also as a basic communicative skill. Likewise, these communication skills are enhanced by mastering more than one foreign language. Learning a foreign language provides the student with a global vision of intercultural, personal and professional aspects; which will provide you with the tools to be more competent in your work and professional life</p> <p>Graddol, G. (2006). English next: Why global English may mean the end of “English as a foreign language”. London: The British Council.</p>				

KEY WORDS:	Interculturality, globalization, foreign languages, bilingualism					
	EICEA ILOS or Programme ILOS	Course ILOS	Type	Content	Teaching and Learning strategy	Assessment Method
COMPETENCES DEVELOPED	ILO01 ILO03 BBA ILO08 BIB ILO09 BA&S ILO09 BIMLA ILO09	Discuss, suggest, and evaluate solutions to a current local or international problem.	Skill	<ol style="list-style-type: none"> 1. Express fundamental opinions in arguments with the purpose of debating and give solutions to social problems using expressions such as: <ul style="list-style-type: none"> • <i>First and secondly</i> • <i>More importantly...</i> • <i>We are forgetting that...</i> • <i>That's a very good point</i> • <i>I'm more concerned about...</i> • <i>I don't think you've thought about..</i> 2. Make oral presentations in news and conferences format to give solutions to modern problems using linguistical elements such as: <ul style="list-style-type: none"> • Reporting verbs • Be used to +ing /get used to +ing • Causatives • Gerunds and infinitives • Tag questions 3. Evaluate types of development with regards to the level of sustainability using linguistical elements such as: <ul style="list-style-type: none"> • Modal verbs (could, may, might) • 2nd / 3rd conditional • Words: <i>development, developed, developing, short-term, long-term, appropriate, enhance, improve...</i> 	Flipped Classroom	Hetero-evaluation, self-evaluation, peer-evaluation

		<p>Write a problem-solution essay with 380 to 400 words approximately which has: an introduction, first and second paragraph, a conclusion</p>	<p>Skill</p>	<ol style="list-style-type: none"> 1. Make a rough draft in which a first try at a thesis has 2 subproblems and 2 solutions which answer a what (actions that must be taken) and a who (subject which will take the action) and a how (way in which to proceed) using linguistic elements such as: <ul style="list-style-type: none"> • Nouns • Verbs • Adjectives • Related information • Short phrases 2. Write a 4-paragraph text (first rough draft) using the following linguistic elements: <ul style="list-style-type: none"> • Complete sentences • Conjunctions • Punctuation signs • Expressions: <i>This leads to... to solve this problem, to improve this situation, to tackle this situation, to deal with this problem, to sum up, overall</i> • Grammatical structures: grammatical tenses, conditionals, gerunds and infinitives, passive voice, and auxiliary modals among others 3. Write a text 4-paragraph text (final version) adjusting and suggested corrections by peers in regard to rhetoric, content and used linguistic elements. 	<p>Flipped Classroom</p>	<p>Hetero-evaluation, Self-evaluation, Peer-evaluation</p>
--	--	--	--------------	---	--------------------------	--

		Comprehend explicit and implicit information of academic texts of approximately 700 words and thus be able to support opinions, conclusions and points of view.	Skill	<ol style="list-style-type: none"> 1. Understand literal information in academic texts: <ul style="list-style-type: none"> • Find specific data in a reading • Summarize information to contrast and demonstrate reading comprehension 2. Infer non-literal information: <ul style="list-style-type: none"> • Make deductions and have conclusions with regards to an academic reading • Deduce the meaning of new words with context • Summarize a segment of a text and contrast with diverse alternatives to identify the idea which corresponds to the original 3. Identify the intention of an author <ul style="list-style-type: none"> • Summarize the main ideas • Conclude the purpose which main ideas have 4. Use strategies which make academic text comprehension easier such as: <ul style="list-style-type: none"> • Previewing • Skimming • Scanning • Paraphrasing • Summarizing 5. Give individual opinions, points of view and/or conclusions in regards of what was read 	Flipped Classroom	Hetero-evaluation, self-evaluation
		Uses listening strategies to demonstrate oral comprehension in a conversation,	Attitude	<ol style="list-style-type: none"> 1. Understand literal information in a live broadcast or in recordings about daily and academic topics: <ul style="list-style-type: none"> • Identify and extract information and specific data 	Flipped Classroom	Hetero-evaluation, self-evaluation

		<p>presentation and/or in a test or exam which requires the identification of main ideas, contextual clues, specific details, and a global idea.</p>		<p>2. Infer non-literal information:</p> <ul style="list-style-type: none"> • Make deductions and take conclusions with regards to a segment of a recording or broadcast <p>3. Identify the global idea of a recording or broadcast</p> <ul style="list-style-type: none"> • Summarize main ideas • Understand the purpose which main ideas have as a whole <p>4. Use strategies to facilitate the understanding of a recording or broadcast such as:</p> <p>Before listening:</p> <ul style="list-style-type: none"> • Brainstorm and predict about what the recording might be about • Analyze the questions which are expected to be answered about the recording • Shorten or summarize the required details or information <p>While listening:</p> <ul style="list-style-type: none"> • Take notes <p>After listening:</p> <ul style="list-style-type: none"> • Check notes • Identify information or details which have not been identified • Listen again to corroborate information or complete missing data • Give individual opinions, points of view and/or conclusions regarding what was heard 		
--	--	--	--	--	--	--

		<p>Demonstrate openness towards new experiences, people, ideas, societies, and cultures, respecting and empathizing with their realities.</p>	<p>Attitude</p>	<ol style="list-style-type: none"> 1. Discuss about international problems, experiences of minorities and at-risk communities, using linguistic resources to express opinions such as: <ul style="list-style-type: none"> • <i>That's a very good point</i> • <i>Absolutely</i> • <i>I agree on that</i> 2. Discuss about the voluntary contributions towards developing communities and for personal development, using expressions to argue and persuade such as: <ul style="list-style-type: none"> • <i>The fact is that</i> • <i>Well, that depends...</i> • <i>For me, it is just one factor</i> • <i>I think you haven't considered</i> • <i>It doesn't make any sense to me</i> 	<p>Flipped Classroom</p>	<p>Hetero-evaluation, Self-evaluation, peer-evaluation</p>
<p>ILO01: Global Vision: Demonstrate an understanding of multicultural environments both in local and global contexts.</p> <p>ILO03: Teamwork: Understand and work with others of different backgrounds to solve problems, develop meaningful relationships, and share knowledge.</p> <p>BBA ILO08: Communication: Communicate effectively in written and spoken manner in Spanish and English.</p> <p>BIB ILO09: Communication: Communicate effectively in written and spoken manner in Spanish, English, and a third language.</p> <p>BA&S ILO09: Communication: Communicate effectively in written and spoken manner in Spanish and English and three levels of third language.</p> <p>BIMLA ILO09: Communication: Communicate effectively in written and spoken manner in Spanish, English, and a third language.</p>						
<p>BIBLIOGRAPHY</p>	<p>Dummett, P., Hughes, J., & Stephenson, H. (2013). Life upper-intermediate:. Andover, Hampshire: National Geographic Learning. Gale - National Geographic Virtual Library - Gale. (n.d.). Retrieved from http://solutions.cengage.com/National-Geographic-Virtual-Library. Base de datos NATGEO</p>					

