



Course Information					
Code:	ENC51001	Course:	ENGLISH COMPOSITION		
Coordination Area / Program:	DIRECCION DE BILINGUAL PROGRAM			Mode: Presencial	
Credits: 04	Tipo de hora	Presencial	Virtual	H. Totales	Autonomous Learning Hours: 128
	H.Teoria	64	0	64	
	H.Práctica	0	0	0	
	H.Laboratorio	0	0	0	
Period: 2024-02	Start date and end of period: del 19/08/2024 al 08/12/2024				
Career: EDUCACIÓN SECUNDARIA - EDUCACIÓN SECUNDARIA CON ESP. EN INGLÉS - INGENIERÍA INDUSTRIAL Y COMERCIAL - INGENIERÍA LOGÍSTICA Y DE TRANSPORTE - MARKETING					

Course Pre-requisites		
Code	Course - Credits	Career
FC-IDI ENG06RRE	ENGLISH VI: RREL	ING. INDUSTRIAL Y C. - ING. LOG & TRANSPORTE - MARKETING
FC-BLP PUBLSPEA	PUBLIC SPEAKING	EDU SEC ESP INGL - EDUC. SECUNDARIA

Course Coordinators			
Surname and First Name	Email	Contact Hour	Contact Site
FARRO RIVAS, ALDO	afarro@usil.edu.pe		

Instructors
You can check the timetables for each teacher in their INFOSIL in the Classes Development Teachers option Teachers .

Course Overview
The English Composition course has an analytical-practical nature. The skills to which it is intended are: Comprehension and expression of the English language and Bilingual Communication. Understands and develops critical thinking in an integral way of the English language as a second language, perfecting certain fundamental aspects such as the phonetic and lexical field. The main objective of the course is to inform the participant about the fundamentals of testing and assessment in the field of English language teaching (ELT), as well as the theory and practice behind testing language, receptive and productive skills. The creditable product is written work that develops English language composition and evidence of continuous improvement.

Professional and/or General Competencies			
Career/Program	Acronym/Name of the competition	Competition level	Expected learning
SECONDARY EDUCATION WITH ESP. IN ENGLISH	CG2: Bilingual Communication	N3 - He or she works in English using the four linguistic skills - listening comprehension, reading comprehension, oral production and written production - with skill and fluency for personal, academic and professional performance.	<ul style="list-style-type: none"> Understands the main ideas of complex texts that deal with both concrete and abstract topics, even if they are technical in nature as long as they are within their field of specialization. Can interact with native speakers with a sufficient

			<p>degree of fluency and naturalness so that communication is effortless on the part of either interlocutor.</p> <ul style="list-style-type: none"> • Produces clear and detailed texts on diverse topics, and defends a point of view on general topics, indicating the pros and cons of different options.
	CP5: Understanding and expression of the English language	<p>N2 - Understands and develops critical thinking in a comprehensive manner in the English language as a second language, perfecting certain fundamental aspects such as the phonetic and lexical field.</p>	<ul style="list-style-type: none"> • Implements text interpretation to reinforce the understanding of texts in the English language. • Develops a methodological sequence of expositions and presentations to improve expression in the English language. • Apply reading strategies that allow for continuous improvement in English language comprehension. • Participate in spaces for debates and dialogues in the learning sessions that allow the improvement of expression in the English language.

General Course Result	Unit Result
<p>At the end of the course, students will be able to produce texts in English, both standard and academic, with precision in terms of style, coherence and intended audience.</p>	1. At the end of unit 1, the student writes sentences, paragraphs and essays coherently.
	2. At the end of unit 2, the student writes emails and business reports considering an informal or formal style.
	3. At the end of unit 3, the student writes a scientific manuscript supported by strong academics.

Development of activities		
Unit Result 1: <i>At the end of unit 1, the student writes sentences, paragraphs and essays coherently.</i>		
Session 1: <i>At the end of the session, the student writes sentences and paragraphs coherently.</i>		Semana 1 a 2
Learning Activities	Contents	Evidence
<p>-Read and analyze articles related to class topics. -Work in pairs or small groups to develop practice and debate activities. -Design a mental map about the characteristics of the writing process. -Write a paragraph on a general topic.</p>	<p>-What is writing? -Analyzing a written task - Types of sentences - Connectors used in academic writing. -Punctuation and capitalization rules. -The structure of a paragraph. - Types of paragraphs. - Coherence and unity</p>	<p>Respond and interact with your classmates in two forums in the virtual classroom. Develop a written work supported by scientific articles. Present orally one of the topics of this unit in class.</p>
Session 2: <i>At the end of the session, the student writes paragraphs and essays coherently.</i>		Semana 3 a 4
Learning Activities	Contents	Evidence

-Read and analyze articles related to class topics. -Work in pairs or small groups to develop practice and debate activities. -Write an essay on a general topic.	-Essays -Types of essays - Cause and effect essays - Argumentative essays	Respond and interact with your classmates in two forums in the virtual classroom. Develop a written work supported by scientific articles. Present orally one of the topics of this unit in class.
Unit Result 2: <i>At the end of unit 2, the student writes emails and business reports considering an informal or formal style.</i>		
Session 3: <i>At the end of the session, the student writes emails using an informal or formal style.</i>		Semana 5 a 7
Learning Activities	Contents	Evidence
-Read and analyze articles related to class topics. -Work in pairs or small groups to develop practice and debate activities. -Design a mind map about the characteristics of business writing. -Write a formal email addressed to the HR area of a company.	- Business writing -The stages of business writing -Writing e-mails: informal and formal	Respond and interact with your classmates in two forums in the virtual classroom. Develop a written work supported by scientific articles. Present orally one of the topics of this unit in class.
Session 4: <i>-Read and analyze articles related to class topics. -Work in pairs or small groups to develop practice and debate activities. - Write a business report about a venture.</i>		Semana 8 a 10
Learning Activities	Contents	Evidence
-Read and analyze articles related to class topics. -Work in pairs or small groups to develop practice and debate activities. -Write a business report about a venture.	- Business writing - Writing memos - Writing reports: informal and formal	Respond and interact with your classmates in two forums in the virtual classroom. Develop a written work supported by scientific articles. Present orally one of the topics of this unit in class.
Unit Result 3: <i>At the end of unit 3, the student writes a scientific manuscript supported by strong academics.</i>		
Session 5: <i>At the end of the session, the student writes a scientific manuscript on a selected topic.</i>		Semana 11 a 14
Learning Activities	Contents	Evidence
-Read and analyze articles related to class topics. -Work in pairs or small groups to develop practice and debate activities. -Design a mental map about the characteristics of scientific writing. -Write a scientific manuscript on a selected topic.	-Academic writing -Ambiguity and political correctness -Paraphrasing and avoiding plagiarism -Defining, comparing, evaluating and highlighting -Writing each section of a paper	Respond and interact with your classmates in two forums in the virtual classroom. Develop a written work supported by scientific articles. Present orally one of the topics of this unit in class.
Session 6: <i>At the end of the session, the student creates a mental map on the use of artificial intelligence in writing.</i>		Semana 15 a 16
Learning Activities	Contents	Evidence
-Read and analyze articles related to class topics. -Work in pairs or small groups to develop practice and debate activities. -Develop a mental map about artificial intelligence.	-Artificial intelligence for writing? - ChatGPT and Gemini -CV content and characteristics	Respond and interact with your classmates in two forums in the virtual classroom. Develop a written work supported by scientific articles. Present orally one of the topics of this unit in class.

Methodology
The course will be developed based on the following methodologies: Aprendizaje colaborativo , Aprendizaje participativo , Método activo , Método investigativo ,

Assessment System
Each of the items of the evaluation scheme and the final grade of the course are rounded to whole numbers. The final grade of the course is the weighted average of the corresponding items: permanent evaluation, partial exam and final exam.

The averages calculated components of the item 'Permanent Evaluation' will keep your calculation with 2 decimals.

Type Evaluation	%Weighing	Observation	Week Assessment	Rezag.
Evaluación Permanente	60%			
Particip y Asistencia en Clase	33,33%		Semana 15	No
Promedio de Prácticas	66,67%			
Práctica 1		The lowest grade of qualified practices is eliminated.	Semana 4	No
Práctica 2		The lowest grade of qualified practices is eliminated.	Semana 7	No
Práctica 3		The lowest grade of qualified practices is eliminated.	Semana 10	No
Práctica 4		The lowest grade of qualified practices is eliminated.	Semana 14	No
Evaluación Final	40%	Creditable Product	Semana 16	No

Attendance Policy	
Total Percentage Absences Permitted	30%
<p>Class attendance is mandatory. The student who reaches or exceeds the limit of thirty percent (30%) of absences in the course, defined by the total of effective hours, will be disqualified from taking the final evaluation, corresponding to said evaluation with a grade of zero (0).</p> <p>In hybrid classrooms, only synchronous virtual participation (via zoom) is allowed, up to a maximum of 50% of the total course.</p>	

Basic Required Reading
<p>[1] Abad-García, M. F (2019). <i>Plagiarism and predatory journals: A threat to scientific integrity</i>. https://doi.org/10.1016/j.anpede.2018.11.006</p> <p>[2] Council of Europe (2020). <i>Common European Framework of Reference for Languages: Learning, teaching, assessment</i>. www.coe.int/lang-cefr</p> <p>[3] de Oliveira Sousa, F. S., Nadanovsky, P., Dhyppolito, I. M., & Dos Santos, A. P. P. (2021). <i>One year of unsolicited e-mails: The modus operandi of predatory journals and publishers</i>. https://doi.org/10.1016/j.jdent.2021.103618</p> <p>[4] Gallent Torres, C. (2022). <i>the case of online predatory journals</i>. https://doi.org/10.1016/j.heliyon.2022.e08999</p>

References Supplementary

Prepared by:	Approved by:	Validated by:
	FARRO RIVAS, ALDO	Office of Curriculum Development
Date:	Date: 05/09/2024	Date: 05/09/2024