

PLANIFICACIÓN DE CURSO

Primer Semestre académico 2024

I. IDENTIFICACIÓN DEL CURSO

Semestre de la carrera	Carrera	Asignatura	Docente a Cargo	Equipo Docente
Todos	Todas	Inglés 6	Diego Muñoz Mejías	
Resultados de Aprendizaje			Unidades	
<p>1. Integran vocabulario, estructura y pronunciación relacionados a sus áreas de estudio y/o futuras actividades laborales o académicas, con situaciones reales que se presentan en clases o que ellos traen de sus actividades prácticas que han llevado a cabo en clases troncales de carrera, describiendo procesos y mecanismos que son propios de sus quehaceres como futuros profesionales.</p> <p>2. Integran elementos lingüísticos tanto de vocabulario como de estructura y pronunciación adecuados para describir procesos y problemáticas de relevancia internacional relacionadas con sus áreas de estudio, proyectando además posibles perspectivas y soluciones considerando el escenario actual.</p>			<p>1. Facts and Misconceptions</p> <p>2. Prove Me Wrong</p> <p>3. Spread The Word</p>	

3. Ponen en práctica estrategias comunicativas y de aprendizaje de lengua extranjera mediante la resolución de desafíos comunicativos con el fin de optimizar su competencia comunicativa.

II. UNIDADES, CONTENIDOS Y ACTIVIDADES

Week	Date	Activities		Evaluations
		Session 1	Session 2	
1	25/03 to 30/03	Weekly Objective: To understand the program and main evaluations, and review topics from the previous semester.		In groups, students share their opinions on a topic, predict its progression in the future and suggest solutions to it.
		Functional Contents: <ul style="list-style-type: none"> - Introduction to the course programme and assessments. 	Functional Contents: <ul style="list-style-type: none"> - To give opinions on academic life and professional issues. - To predict outcomes 	

- Getting to know each other.

- To suggest solutions

Unit 1: Facts and Misconceptions

01/04
to
05/04

Weekly Objective: To identify and explain the source, cause and effect of different misconceptions and beliefs.

Functional Contents:

- To Identify the meaning of “misconception” and “fact”
- To identify misconceptions.
- To extract expressions to talk about the source of different beliefs. (*I read that on Twitter - My grandmother told me - I saw it in a movie - I heard a podcast about that*).
- To create questions to find out about the source of misconceptions. (*Where did you hear/read/see that? - Who told you that? - Why do you think that?*)
- To create truths and lies about misconceptions.
- To interact about the origin of different misconceptions.

Functional Contents:

- To read about fake news, its causes and effects.
- To extract vocabulary to talk about cause and effect.
- To choose a piece of fake news and describe its cause and effect. (*This idea started in.. - It originated in.. - It probably started in.. - Maybe X originated this belief - This could cause people to.. - It could trigger.. - This could have an effect on.. - It could result in..*)
- To comment on the cause and effect of fake news. (*Conditionals 1, 2 and 3: If people believed this it could.. - If this idea spread it could have an effect on.. - If society believed this information is false, it could trigger.. - If people don't get vaccinated, diseases will.. - If I had known this before, I wouldn't have.. - If people continue to believe this is true, it will..*)

Formative: Students role play a conversation about the cause and effect of different pieces of fake news.

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08/04
to
12/04

Weekly Objective: To identify and interact about causes and effects of different misconceptions or beliefs, including academic evidence to express opinions on them.

Functional Contents:

- To categorize causes and effects.

Functional Contents:

- To identify useful sources and data to validate an opinion.

Formative: Students role play a conversation about fake news, including data, and referring to its causes and effect.

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		<ul style="list-style-type: none"> - To create questions to find out causes and effects of misinformation (<i>Why do people believe that? - Where/how did this idea originate? - Where did it start? - How did this information spread? - What could be the effects of people believing this? - What if people believe this? - Do you see any effect of people not believing this is true?</i>). - To react to answers (<i>Wow, I had no idea - Really? That's surprising - I didn't know that - Interesting! How did you find out about it? - Thank you for sharing - That's a great piece of information - I'm glad I know this now. Thanks! - I never thought about it that way before - It's a different perspective - I wasn't aware of that</i>). - To refer to what you said earlier (<i>Like I said - Having said that - that's what I was saying - as I said earlier</i>). - To role play a conversation about the causes and effects of misconceptions and beliefs. 	<ul style="list-style-type: none"> - To summarize a study and focus on pertinent information to prove a point. - To state opinions using data to debunk or confirm a belief (<i>According to X. - Based on X - in line with.. - as X said in his/her article.. - In a study carried out by X he/she states that.. - As stated by X</i>). - To react to receiving data. - To introduce Component 1. 	
4	15/04 to 19/04	<p>Weekly Objective: To describe a misconception or belief related to the students' area of studies, including its cause and effect, and an academic source to validate or debunk this belief, in order to use this information in a role play.</p> <p>Functional Contents:</p> <ul style="list-style-type: none"> - Component 1: To write about a misconception or true belief from students' area of studies, including 	<p>Functional Contents:</p> <ul style="list-style-type: none"> - To familiarize with the role play (Summative 1) procedure by having a conversation on different pieces of fake 	<p>Summative: Component 1. Students write a paragraph about a misconception or true belief from their area of studies, including its cause and effect, and an academic source to validate or debunk this belief.</p>

		its cause and effect, and an academic source to validate or debunk this belief.	news, talking about their causes and effects and including data.	
5	22/04 to 26/04	Weekly Objective: To interact about 2 misconceptions: describing them, talking about their causes and effects, and providing academic evidence to debunk them.		Project 1: Role Play (25%) Students will interact about 2 misconceptions: describing them, talking about their causes and effects, and providing academic evidence to debunk them.
		Functional Contents: <ul style="list-style-type: none"> - To identify and explain where different beliefs and misconceptions come from. - To analyze fake news and discuss the cause and effect of them. - To identify causes and effects of different pieces of fake news and ask and answer questions about them. - To express opinions on fake news based on evidence. 	Functional Contents: <ul style="list-style-type: none"> - To identify and explain where different beliefs and misconceptions come from. - To analyze fake news and discuss the cause and effect of them. - To identify causes and effects of different pieces of fake news and ask and answer questions about them. - To express opinions on fake news based on evidence. 	
Unit 2: Prove me wrong				
6	29/04 to 03/05	Weekly Objective: To identify and search for useful data to debunk or confirm information about different areas of studies.		Formative: Students will role play a conversation providing useful data to confirm or debunk a belief in their area of studies.
		Functional Contents: <ul style="list-style-type: none"> - To identify and classify different types of misinformation or disinformation (Fabricated, Manipulated, Imposter, Misleading, False, Satire and Parody, False Connections, Sponsored, Propaganda, Error). - To reflect on what makes a source reliable. 	Functional Contents: <ul style="list-style-type: none"> - To identify the different parts of a research paper. - To search data that supports or debunks a statement in the students' area of studies. - To review expressions to confirm or debunk a statement (<i>according to - based on - as stated by.. - in a study by..</i>). - To role play a conversation providing useful data to confirm or debunk a belief in the students' area of studies. 	

		<ul style="list-style-type: none"> - To review different academic search engines and discriminate useful data to debunk or confirm true and/or false statements (search engines: PubMed Central, Google Scholar, ERIC, SCIELO, Academia edu, DOAJ, PLOS.). - To identify expressions to confirm or debunk a belief (<i>according to - based on - as stated by.. - in a study by..</i>). - To role play a conversation providing useful data to confirm or debunk a belief. 		
7	06/05 to 10/05	<p>Weekly Objective: To report the results of a piece of research in order to persuade someone using reliable data.</p> <p>Functional Contents:</p> <ul style="list-style-type: none"> - To identify what data from a reliable source could be used to confirm or debunk a belief. - To describe a study procedure (<i>The first thing he/she did was to.. - Then he/she.. - After they'd finished, they.. - Finally, he/she..</i>). - To report the results of a research (<i>The purpose of his/her research was to.. - He/she wanted to find out.. - He/she did this by +(ing) - They found that .. - The research showed that.. - their conclusion was that .. - They recommended that ...</i>) - To explain an academic study mentioning its procedure and results. 	<p>Functional Contents:</p> <ul style="list-style-type: none"> - To counter the argument (<i>don't you think that... - Have you considered the fact that... - have you thought about... - isn't it possible that ..</i>) - To respond to counter arguments using a persuasive tone (<i>see your point, but recent studies suggest that.. - I understand your point of view, but it's important to consider that.. - I see where you are coming from, however, studies have shown that.. - Your perspective is valid, though, it's worth mentioning that.. - That is an interesting point, but if we consider the evidence we can see that...- I hadn't considered that point before. Let me look into it - That's a good point. I'll have to do some research on that - I need to learn</i>) 	<p>Formative: To role play a conversation providing data to debunk or confirm a belief and providing/responding to counter arguments.</p>

			<p><i>more about that before I can respond - I need to do some homework on this. Thanks for bringing it up - I'm not sure about that. Let me gather more information and get back to you.).</i></p>	
8	13/05 to 17/05	<p>Weekly Objective: To discuss the cause, effect, arguments and counterarguments about different misconceptions and beliefs, using an argumentation mind map to organize ideas.</p>		<p>Summative: Component 2. Students will create a mind map that summarizes the cause and effect of a misconception or belief in their field of study, as well as arguments and counterarguments to debunk or confirm such belief.</p>
		<p>Functional Contents:</p> <ul style="list-style-type: none"> - Component 2: To create a mind map that summarizes the cause and effect of the misconception or belief of the students' field of study, as well as arguments and counterarguments to debunk or confirm such belief. 	<p>Functional Contents:</p> <ul style="list-style-type: none"> - To familiarize with group discussion (summative 2) procedure by having a conversation on different pieces of fake news, talking about their causes and effects and including data. 	
9	20/05 to 24/05	<p>Autonomous Learning and SelfCare Week, Semester 2024, 1</p>		
10	27/05 to 31/05	<p>Weekly Objective: To interact about different misconceptions, asking and answering questions about them, talking about their cause and effect and mentioning arguments and counter arguments to debunk/confirm such beliefs.</p>		<p>Project 2: Group Discussion (25%) Students will interact about different misconceptions, asking and answering questions about it, talking about their cause and effect and mentioning arguments and counter arguments to debunk/confirm such beliefs.</p>
		<p>Functional Contents:</p> <ul style="list-style-type: none"> - To identify causes and effects of different pieces of fake news and ask and answer questions about them. - To express opinions on fake news based on evidence. - To search data to validate or debunk a belief in the students' area of studies. 	<p>Functional Contents:</p> <ul style="list-style-type: none"> - To identify causes and effects of different pieces of fake news and ask and answer questions about them. - To express opinions on fake news based on evidence. - To search data to validate or debunk a belief in the students' area of studies. 	

- To report the results of a piece of research.
- To persuade someone using reliable data.

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Unit 3: Spread the Word

03/06
to
07/06

Weekly Objective: To describe trends in graphs and check understanding of information in argumentative conversations.

Functional Contents:

- To Identify trends in graphs and statistics.
- To identify expressions to describe a graph (*This graph illustrates/shows/demonstrates... - an upward/downward trend - a steady increase - a sharp rise - a gradual decline - a plateau - reach a peak - a rapid fall - a consistent growth/increase.*)
- To explain a graph.
- To create a graph and describe it.

Functional Contents:

- To Identify the topic of a conversation in an audio.
- To complete expressions to check understanding from an audio (*Do you know what I mean - Does that make sense? - is that clear? - do you see?*).
- To explain a topic and check if the interlocutor understands the message.
- To identify expressions to say how much someone understands a conversation in an audio.
- To complete expressions to say how much someone understands a conversation from an audio (*Absolutely - Kind of, but.. - I don't get X - I see what you mean, but - not quite - I didn't catch any of that - You've lost me - could you repeat the last part? - Can you say that again? - What exactly do you mean? - I don't get what you're saying - Do you mean to tell me that..*)

Formative: To role play a conversation explaining a graph or statistic, checking understanding of the interlocutor and dealing with misunderstandings.

			<ul style="list-style-type: none"> - To role play a conversation explaining a topic, checking understanding and expressing how much you understand a conversation.. 	
12	10/06 to 14/06	Weekly Objective: To control the discussion and reach agreements in argumentative conversations.		Formative: To role play a conversation discussing a topic, controlling the discussion and reaching agreement.
		Functional Contents: <ul style="list-style-type: none"> - To identify expressions to control the conversation (<i>Sorry I didn't catch that - Sorry I'm not with you - We're getting off the subject - Can we come back to that later? - I think we've covered/established this/that - Can we move on (to the next point?)</i>). - To complete expressions to control the conversation. - To Interact about a topic and control the conversation. 	Functional Contents: <ul style="list-style-type: none"> - To identify whether interlocutors reach an agreement in an audio. - To complete expressions to reach agreement (<i>That makes sense - I agree with you on that - You have a point there - I hadn't thought about it that way, but I agree - I can see where you're coming from - That's a good perspective - I think we're on the same page - You're right about that - I'm with you on this - We can find common ground on this</i>). - To role play a conversation sharing different points of view and reaching agreement. 	
13	17/06 to 21/06	Weekly Objective: To evaluate different ways to get and maintain the attention of the attendees in a stand and plan a dynamic for it.		Summative: Component 3. Students will write a dynamic proposal providing details of the purpose of it, the steps each attendee will go through when participating in it, and the materials needed to carry it out.
		Functional Contents: <ul style="list-style-type: none"> - To discuss dynamics that get and maintain the students attention in their classes. - To compare different dynamics to get and maintain the attention of people. 	Functional Contents: <ul style="list-style-type: none"> - Component 3: To write a dynamic proposal providing details of the purpose of it, the steps each attendee will go through when participating in it, and the materials needed to carry it out. 	

		<ul style="list-style-type: none"> - To evaluate different dynamics to get and maintain the attention of people in specific contexts (<i>sports events, weddings, graduations, birthdays, parties</i>) - To design a dynamic to be used in a fair. 		
14	24/06 to 28/06	Weekly Objective: To organize the group's presentation at the Truth Quest Expo and create the materials needed for the stand.		Formative: To explain the teacher the flow of the presentation to the attendee, including a first look at the dynamics each student will present.
		Functional Contents: <ul style="list-style-type: none"> - To decide the group and the misconception each group will present. - To organize arguments, cause and effect and rebuttals for possible counterarguments. - To organize the flow of the presentation to the attendee. - To create an expression bank that supports the students' speech at the stand. 	Functional Contents: <ul style="list-style-type: none"> - To create the materials needed for the stand and dynamics. 	
15	01/07 To 05/07	Weekly Objective: To create the materials needed for each dynamic and memorize the speech each student will give at the stand.		Formative: To rehearse the stand's presentation with little use of notes. Recreating the stand's presentation arguments, counter arguments, rebuttal, and dynamics.
		Functional Contents: <ul style="list-style-type: none"> - To finish creating the materials needed for the stand and dynamics. 	Functional Contents: <ul style="list-style-type: none"> - To memorize the speech each student will give at the fair. - To rehearse the stand's presentation. 	
17	08/07 to 12/07	Truth Quest Fair (30%)		Project 3: Truth Quest Expo (30%) In groups, students will present a misconception or belief at a fair stand

			where they will provide arguments, answer questions, rebut counter arguments and present dynamics to the attendees in order to prove a point.
18	15/07 to 19/07	<i>Final and Late Evaluations</i>	

III. CONDICIONES Y POLÍTICAS DE EVALUACIÓN

Evaluaciones:

- Las evaluaciones serán calificadas con un **60% de exigencia**.
- Este curso **no contempla examen**.
- Su distribución y ponderación son las siguientes:
 - **Project 1: 25%**
 - **Project 2: 25%**
 - **Final Project: 30%**
 - **Evaluaciones de Proceso (3): 20%**
- Este curso exige un **80% de asistencia** para su aprobación. De lo contrario, **se reprueba con un 3,5**.
- En caso de haber **paralización** y recalendarización de actividades, **los porcentajes de las tareas no realizadas serán reasignados al proyecto final**.
- Cualquier forma de plagio o falta **será penalizada con nota mínima (1,0)**.
- Todo evento puede sufrir **modificaciones en cuanto a fechas** dependiendo de la realidad de cada curso.

Fechas Relevantes**Project 1: 15/4 al 19/4****Project 2: 13/5 al 17/5****Project 3: 8/7 al 12/7****Final and late evaluations: 15/7 al 19/7**