

## PLANIFICACIÓN DE CURSO

Segundo Semestre académico 2024

### I. IDENTIFICACIÓN DEL CURSO

| Semestre de la carrera    | Carrera | Asignatura | Docente a Cargo   | Equipo Docente  |
|---------------------------|---------|------------|---|---|
| Todos                     | Todas   | INGLÉS V   | Estefania Coloma  | Damaris Muñoz<br>Carolina Mateluna<br>Jonathan Iturrieta<br>Álvaro Peña<br>Sebastián Galvez |
| Resultados de Aprendizaje |         |            | Unidades  |   |
|                           |         |            | <b>UNIT 1: Navigating Success</b><br><b>UNIT 2: Discussing Controversial Issues</b><br><b>UNIT 3: Providing Solutions</b> |   |

## II. UNIDADES, CONTENIDOS Y ACTIVIDADES

| Week                              | Date                 | Activities   |  | Evaluations   |
|-----------------------------------|----------------------|--|--|---|
|                                   |                      | Session 1  | Session 2  |   |
| <b>Unit 1: Navigating Success</b> |                      |  |  |   |
| 1                                 | 19/08<br>to<br>23/08 | <b>Weekly Objective: Discuss possible present and future scenarios in the context of academic and professional success.</b>  |  | <b>Formative:</b> Students organize their goals, including steps required and possible challenges in a stair-like organization to become successful professionals in their areas. |
|                                   |                      | <b>Functional Contents: Get students familiarized with course specificities.</b> <ul style="list-style-type: none"> <li>Identify what is expected from the students according to CEFR</li> <li>Identify the course approach, contents, evaluations, and syllabus.</li> <li>Self-evaluate student's perception of their English competence.</li> <li>Write and share some expectations about the course and the necessities to tackle.</li> </ul> | <b>Functional Contents: Describe the actions to become successful in their fields, identifying steps required to be a high achiever professional.</b> <ul style="list-style-type: none"> <li>Answer questions about career prospects.</li> <li>Guess people's majors and the steps they took to achieve success.</li> <li>Identify key vocabulary to talk about steps to achieve success.</li> <li>Read a guide to becoming a successful young professional.</li> <li>Discuss your future career goals, and identify what steps you need to take to achieve them.</li> </ul> |   |
| 2                                 | 26/08<br>to<br>30/08 | <b>Weekly Objective: Discuss present and past hypothetical situations within their academic and professional fields.</b>   |  | <b>Formative:</b> Students engage in role-playing activities to discuss and explore hypothetical scenarios orally.  |
|                                   |                      | <b>Functional Contents: Discuss hypothetical situations in the context of academic and professional settings.</b> <ul style="list-style-type: none"> <li>Identify and discuss goals from a vision board.</li> </ul>  | <b>Functional Contents: Engage in conversations about regrets, and possible past situations in the context of academic and professional success.</b>   |   |

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|   |                | <ul style="list-style-type: none"> <li>Read and listen to two friends talking about their problems and possible solutions.</li> <li>Discuss hypothetical scenarios and possible solutions or results.</li> <li>Discuss with your classmates your goals and possible scenarios in the future.</li> </ul> <p>cond2</p>  | <ul style="list-style-type: none"> <li>Identify the main information from a conversation.</li> <li>Analyze other people’s and personal regrets.</li> <li>Role-play a conversation about wishes and regrets within the context of their academic lives.</li> </ul> <p>cond3</p>                         |   |
| 3 | 02/09 to 06/09 | <b>Weekly Objective: Identify the main structure of and compose an investigation article about the main discoveries, research, or important people within their field of study.</b>   |  | <b>Formative: Students discuss possible past scenarios by role-playing conversations.</b><br><br><b>Summative: Component 1 (20%)</b><br><b>A little history: What has been done so far? (class 2)</b><br>Students will individually compose an article about successful people or projects in their field of study. |
|   |                | <b>Functional Contents: Discuss possible past scenarios in the context of an important discovery or project from their field of study.</b> <ul style="list-style-type: none"> <li>Identify the main information from a short text.</li> <li>Students identify the use of connectors in a short article.</li> <li>Analyze hypothetical past situations in the context of big discoveries, inventions, or milestones in history.</li> <li>Students research significant events, discoveries, or influential figures within their field of study and reflect on the potential impact if these had not occurred.</li> </ul> <p>[mixed cond]</p> <p><b>[topic chosen has to be directly connected with the following components: problem statement and solution]</b></p> | <b>Functional Contents:</b><br><b>Identify important milestones within their field of study.</b><br><b>Component 1: “A little history: What has been done so far?”</b> <ul style="list-style-type: none"> <li>Compose an article using the information gathered and the structure provided.</li> </ul> |   |
| 4 | 09/09 to 13/09 | <b>Weekly Objective: Engage in conversations about goals, regrets, and possible situations within their professional lives.</b>   |  | <b>Formative</b><br>Students will create a Vision Board with a functional design and purpose.   |
|   |                | <b>Functional Contents:</b>   | <b>Functional Contents:</b>  |   |

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|  |                | <p><b>Create a Vision Board with a functional design and purpose.</b></p> <ul style="list-style-type: none"> <li>Students identify their main steps and goals, challenges, and possible situations for their personal professional, and academic success in their studies through pictures. (taken from previous lessons).</li> </ul> <p>Students ask and answer questions about their vision boards in a speed-dating format.</p>                        | <p><b>Create a Vision Board with a functional design and purpose.</b></p> <ul style="list-style-type: none"> <li>Students identify their main steps and goals, challenges, and possible situations for their personal professional, and academic success in their studies through pictures. (taken from previous lessons).</li> </ul> <p>Students ask and answer questions about their vision boards in a speed-dating format.</p>      |  |
| 0  | 6/09 to 20/091 | <p><b>Autonomous Learning and Self-Care Week, Semester 2024, 2</b></p>  |   |  |
| 5  | 23/09 to 27/09 | <p style="text-align: center;"><b>Vision Board</b></p> <p><b>Engage in conversations about goals, regrets, and possible situations within the context of their professional lives.</b></p> <ul style="list-style-type: none"> <li>Students will ask and answer questions about their classmate’s vision board.</li> <li>Students will discuss their goals, regrets, and possible situations regarding their professional and academic success.</li> </ul> |   | <p><b>Summative: Project 1 (25%) Vision Board</b></p> <p>Students will ask and answer questions about their goals, aspirations, and regrets.</p> |
| <p><b>Unit 2: Discussing Current Affairs</b></p> |                |   |   |  |
| 6  | 30/09 to 04/10 | <p><b>Weekly Objective: Give and organize opinions and facts about a controversial topic in the context of their field of study.</b></p>  |   | <p><b>Formative:</b></p> <p>Students will provide informed oral and written opinions on controversial issues within their fields of study.</p>   |
|  |                | <p><b>Functional Contents:</b></p> <p><b>Give and organize opinions and facts about a controversial topic in the context of their field of study.</b></p> <ul style="list-style-type: none"> <li>Listen, discuss, and identify information in a news report.</li> <li>Identify phrases to strongly/partially/politely agree and disagree written and orally.</li> </ul>   | <p><b>Functional Contents:</b></p> <p><b>Support opinions by providing facts about controversial issues in their field of study.</b></p> <ul style="list-style-type: none"> <li>Predict information from a picture.</li> <li>Identify the main information from an article.</li> <li>Research facts about their field of study.</li> <li>Give impartial information about a controversial topic within their field of study.</li> </ul> |  |

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|   |                | <ul style="list-style-type: none"> <li>• Write/communicate a thesis statement using phrases to agree or disagree.</li> <li>• React to a motion orally about a controversial issue in their fields of study.</li> </ul>   | <b>*Passive structures.</b>  |   |
| 7 | 07/10 to 11/10 | <b>Weekly Objective:</b><br>Report and organize facts and opinions about a controversial issue within their areas of study.  |  | <b>Formative:</b><br>Organize opinions about a current issue into a problem statement outline.  |
|   |                | <b>Functional Contents:</b><br>Report oral and written opinions and information from sources of information in your speech. <ul style="list-style-type: none"> <li>• Read an article: predict and find information.</li> <li>• Identify key language structures to report information.</li> <li>• Support your opinion by reporting information.</li> </ul>  | <b>Functional Contents:</b><br>Organize opinions about a current issue into a problem statement outline. <ul style="list-style-type: none"> <li>• Identify specific information and structure in a problem statement.</li> <li>• Identify cohesion and coherence devices.</li> <li>• <b>Identify a controversial issue in their areas</b> and organize their opinion into a problem statement outline. This has to be directly related to the milestone from component 1, for example, what is an unresolved issue about the topic previously discussed in the article <b>*(insumo component 2 material).</b></li> </ul> |   |
| 8 | 14/10 to 18/10 | <b>Weekly Objective:</b><br>Discuss controversial issues within their field of studies by engaging in conversations.   |  | <b>Formative:</b><br>Students role-play an interview about controversial topics within their fields of study.<br><br><b>Summative (component 2)</b><br><b>What is a problem in my area of study?</b><br>Individually, students will compose a problem statement paragraph, by |
|   |                | <b>Functional Contents: Component 2</b><br>Justify the importance of this problem. <ul style="list-style-type: none"> <li>- Identify a problem from their area that hasn't been solved (it could be the one from Lesson 1)</li> <li>- Justify the importance of this issue by writing a short argumentative essay. <b>(information can be retrieved from previous lessons).</b></li> </ul> <b>(Select/Modify activities from lesson 7)</b> | <b>Functional Contents:</b><br><b>Ask for opinions and follow-up questions about controversial issues within their fields of study.</b> <ul style="list-style-type: none"> <li>• Identify information from an interview.</li> <li>• Identify phrases and questions for asking opinions and follow-up questions.</li> <li>• Identify phrases to answer controversial questions.</li> </ul>  |   |

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|    |                |   | <ul style="list-style-type: none"> <li>Engage in conversations (role-play interview similar to the input) about the topics chosen in component 2.</li> </ul>   | selecting an issue from their field of study and justifying its importance.   |
| 9  | 21/10 to 25/10 | <b>Weekly Objective:</b><br><b>React to prompts related to their fields of study by asking questions, providing examples and expressing agreement and disagreement, asking and answering follow-up questions.</b>   |  | <b>Formative</b><br>Students will engage in conversations about issues within their fields of study, providing opinions, expressing agreement or disagreement, and asking questions.                      |
|    |                | <b>Functional Contents:</b><br><b>React to prompts related to their fields of study by asking questions and giving opinions.</b> <ul style="list-style-type: none"> <li>Identify information in a conversation (example of interaction to be evaluated).</li> <li>Summarize information from a prompt.</li> <li>Provide opinions about controversial issues taken from a bank.</li> <li>Support opinions by reporting information from sources of information.</li> </ul> | <b>Functional Contents: mock test</b> <ul style="list-style-type: none"> <li>Summarize the ideas from prompts provided by the teacher.</li> <li>React to their classmate's ideas by expressing agreement or disagreement.</li> <li>Provide examples and evidence from the prompts to support points of view.</li> <li>They should ask follow-up questions so the conversation flows naturally, with both students contributing equally.</li> </ul> |   |
| 10 | 28/10 to 01/11 | <b>Weekly Objective:</b><br><b>React to controversial issues in their fields of study, by providing opinions, giving examples, asking and answering follow-up questions.</b>  |  | <b>Summative:</b><br><b>“Discussing Controversial Issues “</b><br><br>Students will engage in a dialogue where they react to a prompt related to their study area, providing connected ideas, agreeing or |
|    |                | <b>Functional Contents:</b> <ul style="list-style-type: none"> <li>Summarize the ideas from prompts provided by the teacher.</li> <li>React to their classmate's ideas by expressing agreement or disagreement.</li> <li>Provide examples and evidence from the prompts to support points of view.</li> <li>Ask follow-up questions so the conversation flows naturally, with both students contributing equally.</li> </ul>  |  |   |

disagreeing, and offering solid, impersonal examples.

### Unit 3: Providing Solutions

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| 11 | 04/11<br>to<br>08/11 | <b>Weekly Objective:</b><br><b>Identify actions to carry out their projects in the context of providing a solution for a problem within their field of study.</b>  |  | <b>Formative:</b><br>Students will express their projects' general objectives, intentions, and goals by role-playing an Elevator Pitch about their solutions. |
|    |                      | <b>Functional Contents:</b><br>Design a <b>project, product, or brand</b> to solve a problem and its objectives. <ul style="list-style-type: none"> <li>Choose a problem from the previous unit. [component 1 - background, component 2 - problem statement]</li> <li>identify the main information from a video/audio.</li> <li>Identify language for proposing solutions and setting objectives.</li> <li>Identify their general projects' objectives, intentions, and goals by role-playing an Elevator Pitch.</li> </ul> | <b>Functional Contents:</b><br>Identify <b>actions to carry out their projects</b> (SMART objectives) to initiate a project, product, or brand within their field of study. <ul style="list-style-type: none"> <li>Identify the main information from a video/audio/text.</li> <li>Identify sequencing language to describe steps and procedures.</li> <li>Identify vocabulary related to project management (e.g., allocate, implement, execute, etc).</li> <li>Identify their objectives by using the SMART criteria.</li> <li>Assess their classmates' objectives by using the SMART criteria.</li> </ul> |   |
| 12 | 11/11<br>to<br>15/11 | <b>Weekly Objective:</b><br><b>Identify resources to carry out objectives from the previous lesson in the context of providing a solution for a problem within their field of study.</b>   |  | <b>Formative:</b><br>Students will identify resources and predict their projects' future results.   |
|    |                      | <b>Functional Contents:</b><br>Identify <b>expected results and hypothetical consequences</b> after their projects' implementation. <ul style="list-style-type: none"> <li>Identify the main information from a video/audio/text.</li> </ul>   | <b>Functional Contents:</b><br><b>Identify resources</b> to be used in their projects by discussing Resource Management and Budgeting. How are we going to achieve this?   |   |

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|    |                | <ul style="list-style-type: none"> <li>Identify language and structure to predict and speculate outcomes after their projects' implementations.</li> <li>Comparatives and superlatives to discuss potential results.</li> <li>Vocabulary for success and failure.</li> </ul>  | <ul style="list-style-type: none"> <li>Identify the main information from a video/audio/text.</li> <li>Discuss strategies for effective resource allocation, considering both human and material resources.</li> <li>Introduce basic budgeting principles to ensure realistic project planning.</li> <li>Identify the budget and resources needed in their projects</li> </ul>  |   |
| 13 | 18/11 to 22/11 | <b>Weekly Objective:</b><br><b>Design a visual representation of their projects, brands or products, and persuade others to buy or implement their ideas.</b>   |   | <b>Formative</b><br>Students will create and evaluate prototypes of solutions to a problem within their fields of study.  |
|    |                | <b>Functional Contents: "Designing a prototype"</b><br>Create a visual representation (digital or tangible prototype) of their projects and explain how people will use the prototype in the context of their projects. <ul style="list-style-type: none"> <li>Identify the main information from a video/audio/text. (What is a prototype, explore different types of prototyping ideas).</li> <li>Describe how people will use your prototype.</li> <li>Create a visual representation of your solution.</li> </ul> | <b>Functional Contents:</b><br>Evaluate their classmates' prototypes and suggest improvements.<br><b>INTERVIEWS</b><br><b>CO-EVALUATION CHECK-LIST</b><br>Feedback and Iteration: <ul style="list-style-type: none"> <li>Interview classmates about their prototypes.</li> <li>Discuss what others say about your prototype.</li> <li>Suggest improvements or feedback to their classmates' prototypes.</li> <li>Assess your classmates' prototypes (purpose, functionality, innovativeness, etc).</li> <li>Explain how you might improve your idea based on your classmates' suggestions.</li> </ul> |   |
| 14 | 25/11 to 29/11 | <b>Weekly Objective:</b><br><b>Summarize their projects class to class notes in a well-organized project, product, or brand presentation.</b>   |   | <b>Summative: Written Class 1</b><br>Students will organize information into a <b>written proposal in the form of a poster. It includes the background of the project</b> |
|    |                | <b>Functional Contents: "Selling your ideas"</b><br>Organize information into a <b>product/project or brand written proposal in the form of a poster.</b>   | <b>Functional Contents: Mock presentations</b> <ul style="list-style-type: none"> <li><b>Identify</b> organization/presentation strategies.</li> <li>Identify useful phrases for oral presentations.</li> </ul>   |   |



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|    |                      | <b>Written Part of the final project (30%).</b><br>Poster.  | <ul style="list-style-type: none"> <li>● Persuade others to buy your idea.</li> <li>● Identify facts and future outcomes.</li> </ul> | <b>(component 1), Problem Statement (component 2), and Proposal.</b><br><b>Written Part of the final project (30%).</b> |
| 15 | 02/12<br>to<br>06/12 | <b>Weekly Objective:</b><br>Identify a problem within their field of study and provide a possible solution by creating a project, a product or a brand. <ul style="list-style-type: none"> <li>● Present their projects, including the background (component 1), problem statement (component 2) and proposal (obje</li> <li>● Present their project prototypes and answer questions about their and their classmates' projects.</li> </ul> |  | <b>Summative</b><br>Students present their projects in front of the whole class.  |
| 16 | 09/12<br>to<br>13/12 | <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:
  - **Evaluación 1: 25%**
  - **Evaluación 2: 25%**
  - **Final Project: 30%**
  - **Evaluaciones de Proceso (2): 20%**
- Este curso exige un **80% de asistencia** para su aprobación. De lo contrario, **se re prueba 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.

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| <b>Fechas Relevantes</b> | <b>Evaluación 1: Week 5 [23/09 to 27/09]</b>   |
|                          | <b>Evaluación 2: Week 10 [28/10 to 01/11]</b>  |
|                          | <b>Proyecto final:</b><br><b>Week 14 (written) [25/11 to 29/11 - Lesson 1]</b><br><b>Week 15 (oral) [02/12 to 06/12]</b>   |
|                          | <b>Evaluaciones de proceso (Componentes proyecto final):</b><br><b>Componente 1: Week 3 [02/09 to 06/09 - Lesson 2]</b><br><b>Componente 2: Week 8 [14/10 to 18/10 Lesson 1]</b> |