

## 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 4	Naiomi Vera	Alberto Espinoza Milena Sepúlveda Tomás Gaete Nicolás Lagos Lisete Osorio Diego Aceituno
Resultados de Aprendizaje			Unidades	
<ol style="list-style-type: none"> <li>Intercambiar experiencias y logros académicos en el contexto de su área de estudio.</li> <li>Desarrollar su perfil profesional e intereses relacionados con su futuro ámbito laboral.</li> <li>Demostrar comprensión de textos orales y escritos sobre experiencias relevantes en el contexto de su área de estudios</li> <li>estudios</li> </ol>			<b>I. Student Experience</b>	
<ol style="list-style-type: none"> <li>Desarrollar planes y proyecciones en el contexto de su área de estudio y desarrollo profesional.</li> <li>Discutir y explicar posibles escenarios y alcances en el contexto de su área de estudio.</li> </ol>			<b>II. Academic Projections</b>	

<ol style="list-style-type: none"> <li>3. Demostrar comprensión de textos orales y escritos sobre proyecciones profesionales en el contexto de su área</li> <li>4. de estudios.</li> </ol>	
<ol style="list-style-type: none"> <li>1. Discutir problemas y emociones asociadas al quehacer diario en su área.</li> <li>2. Desarrollar soluciones a problemáticas habituales en el contexto de futura área laboral.</li> <li>3. Demostrar comprensión de textos orales y escritos sobre problemáticas y resolución de conflictos en el</li> <li>4. contexto de su área de estudios</li> </ol>	<b>III. Problem-solving</b>

## II. UNIDADES, CONTENIDOS Y ACTIVIDADES

Week	Date	Activities		Evaluations
		Session 1	Session 2	
<b>Unit 1: Student Experience</b>				
1	19/08 to 23/08	<b>Weekly Objective: Identify the course structure and goals and Introduce unit 1.</b>		<b>Formative:</b> Students discuss and share their previous experience in terms of English learning.
		<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 own English competence.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Institutional follow up test</b></li> </ul> <b>Functional Contents</b> <ul style="list-style-type: none"> <li>● Identify professional development opportunities.</li> <li>● Pre-select an alternative based on personal and professional interests.</li> </ul>	

		<ul style="list-style-type: none"> <li>Write and share some expectations about the course and necessities to tackle</li> </ul>		
2	26/08 to 30/08	<b>Weekly Objective:</b> Describe and timeline meaningful experiences in the context of school and university years	<b>Formative:</b> Students create a timeline of their career path, including significant milestones and explain their importance.	
		<b>Functional Contents:</b> <ul style="list-style-type: none"> <li>Identify common experiences during school and university years.</li> <li>Describe past events and situations.</li> <li>Apply past event description in the context of previous study stages.</li> </ul>		<b>Functional Contents:</b> <ul style="list-style-type: none"> <li>Explain their most relevant experiences as students</li> <li>Organize their experiences in terms of time and relevance</li> <li>Create a text that reflects on a meaningful experience from earlier stages.</li> </ul>
3	02/09 to 06/09	<b>Weekly Objective:</b> Express and argue their interests and motivations in their area of studies.	<b>Formative:</b> Students will justify their professional development choices to their classmates, using persuasive arguments to highlight the relevance and impact of their professional interests and experiences.	
		<b>Functional Contents:</b> <ul style="list-style-type: none"> <li>Identify areas of interest in their area of studies.</li> <li>Describe their scope and activities.</li> <li>Report and list their main interests in their area.</li> </ul>		<b>Functional Contents:</b> <ul style="list-style-type: none"> <li>Organize their motivations and interests in terms of relevance.</li> <li>Create a timeline that includes interests and motivations related to their area of studies.</li> <li>Argue the reasons why they feel interested or motivated to pursue a specific professional development opportunity.</li> </ul>
4	09/09 to 13/09	<b>Weekly Objective:</b> Create a professional profile and relate it with further professional development opportunities	<b>Formative:</b> Students create a professional profile that synthesizes their career interests, experiences, and arguments to evaluate and demonstrate their suitability	
		<b>Functional Contents:</b> <ul style="list-style-type: none"> <li>Identify the key elements of a professional profile</li> <li>Relate personal experiences, interests and motivations with their professional profile.</li> </ul>		<b>Functional Contents:</b> <ul style="list-style-type: none"> <li>Identify the elements and requirements of project 1</li> </ul>

		<ul style="list-style-type: none"> <li>Choose a professional development opportunity related to their professional profile.</li> <li><b>Progress Evaluation 1:</b> Create a professional profile including significant milestones of their career path.</li> </ul>	<ul style="list-style-type: none"> <li>Share their professional profile with a classmate and argue their interest and motivations in their area of studies.</li> <li>Students use persuasive arguments to justify their suitability for a specific professional development opportunity.</li> </ul>	for a specific professional development opportunity
0	16/09 to 20/09	<b>Autonomous Learning and Self Care Week, Semester 2024, 2</b>		
5	23/09 to 27/09	<p style="text-align: center;"><b>Career Path Objective:</b></p> <p>In pairs, students describe the key aspects of a professional development opportunity they are interested in and explain their relationship with their academic profile and experience.</p>		<b>Summative:</b> Project 1 (25%)
<b>Unit 2: Academic Projections</b>				
6	30/09 to 04/10	<b>Weekly Objective:</b> Describe plans and projections in the context of their professional path		<b>Formative:</b> Students discuss and create a future timeline related to their future professional development.
		<p><b>Functional Contents:</b></p> <ul style="list-style-type: none"> <li>Identify different types of plans and projections related to a student's life.</li> <li>Describe their possibility of occurrence.</li> <li>Apply plans and projections in a general view of their area of studies.</li> </ul>	<p><b>Functional Contents:</b></p> <ul style="list-style-type: none"> <li>Analyze different types of plans and projections from other professionals.</li> <li>Evaluate which ones are more related to their own expectations.</li> <li>Sequence and present a future timeline related to their professional development.</li> </ul>	
7	07/10 to 11/10	<b>Weekly Objective:</b> Argue about their strengths and weaknesses in the context of their professional path		<b>Formative:</b> Students create a plan to boost their strengths and improve their weaknesses in their area of studies.
		<p><b>Functional Contents:</b></p> <ul style="list-style-type: none"> <li>Identify strengths and weaknesses related to each student's profile.</li> <li>Describe their own strengths and weaknesses</li> </ul>	<p><b>Functional Contents:</b></p> <ul style="list-style-type: none"> <li>Analyze strategies to boost strengths and improve weaknesses</li> <li>Justify the best strategy from the</li> </ul>	

		<ul style="list-style-type: none"> <li>Organize and present them in terms of importance for their future area of studies.</li> </ul>	<ul style="list-style-type: none"> <li>Create a plan to boost their strengths and improve their weaknesses in their area of studies.</li> </ul>	
8	14/10 to 18/10	<b>Weekly Objective:</b> Discuss future scenarios and possible contributions related to their area of studies.		<b>Formative:</b> Students create and present a project proposal for future contributions in their field.
		<b>Functional Contents:</b> <ul style="list-style-type: none"> <li>Identify future scenarios and possible contributions in their area of studies.</li> <li>Describe their possibility and possible effects.</li> <li>Select and discuss their possible contributions for each case.</li> </ul>	<b>Functional Contents:</b> <ul style="list-style-type: none"> <li>Summarize future scenarios and contributions from experts in their field.</li> <li>Contrast the most relevant or urgent necessities.</li> <li>Create a project proposal for future contributions in their field.</li> </ul>	
9	21/10 to 25/10	<b>Progress Evaluation 2</b> Objective: Individually, students summarize their previous products and complete an outline for a motivation letter, including their projections, plans, reasons, motivations and possible contributions to the field. After that, they check in pairs the format and content of this written product.	<b>Summative:</b> Project 2 (25%) <b>Motivation Letter</b> Objective: Individually, students write an application for the educational program chosen during Project 1 based on their outline.	
<b>Unit 3: Problem-solving</b>				
10	28/10 to 01/11	<b>Weekly Objective:</b> Identify and discuss situations and emotions related to a student's life.		<b>Formative:</b> Students create a project to promote an emotionally healthy environment in the context of further studies.
		<b>Functional Contents:</b> <ul style="list-style-type: none"> <li>Identify and analyze typical situations in a student's life</li> <li>Describe positive and negative emotions associated with those situations.</li> <li>Compare their own emotions with other students related to their daily activity.</li> </ul>	<b>Functional Contents:</b> <ul style="list-style-type: none"> <li>Analyze real-life cases of students and their emotional management.</li> <li>Contrast habits and strategies to promote mental health.</li> </ul>	

			<ul style="list-style-type: none"> <li>● Create a project to promote an emotionally healthy environment in the context of further studies.</li> </ul>	
11	04/11 to 08/11	<b>Weekly Objective:</b> Identify common problems and provide solutions in the context of further studies.		<b>Formative:</b> Students create problem-solving guidelines to orientate further study participants.
		<b>Functional Contents:</b> <ul style="list-style-type: none"> <li>● Identify common problems in the context of further studies.</li> <li>● Describe each problem and its implications.</li> <li>● Provide suggestions for each problem.</li> </ul>	<b>Functional Contents:</b> <ul style="list-style-type: none"> <li>● Organize common problems in terms of complexity and context.</li> <li>● Compare strategies and suggestions to solve them.</li> <li>● Create problem-solving guidelines to orientate further study participants</li> </ul>	
12	11/11 to 15/11	<b>Weekly Objective:</b> Analyze real problems related to their future area of studies and interact using question-answer strategies.		<b>Formative:</b> Students evaluate and present the most adequate solutions for different problems in their future area of studies.
		<b>Functional Contents:</b> <ul style="list-style-type: none"> <li>● Identify problems related to their future area of studies.</li> <li>● Describe each problem and its implications as future professionals.</li> <li>● Solve real-life cases to face each problem.</li> </ul>	<b>Functional Contents:</b> <ul style="list-style-type: none"> <li>● Categorize real-life problems in terms of importance and relevance to their future area of studies.</li> <li>● Compare solutions provided by experts in their field.</li> <li>● Evaluate the most adequate solutions for different problems in their future area of studies.</li> </ul>	
13	18/11 to 22/11	<b>Weekly Objective:</b> Identify the parts and dynamics of an admission interview and interact in the context of a simulated interview.		<b>Formative:</b> Students will be able to draft a professional resume related to a specific role presenting their skills, experiences, and qualifications in a clear and compelling format.
		<b>Functional Contents:</b> <ul style="list-style-type: none"> <li>● Identify the parts of an admission interview</li> <li>● Describe the steps and structures implied.</li> <li>● Assemble their own examples of questions and answers during an admission interview.</li> </ul>	<b>Progress Evaluation 3:</b> Students create a question bank considering the three units seen during the semester and roleplay an admission interview.	

14	25/11 to 29/11	<p style="text-align: center;"><b>Admission Interview</b> <b>Objective:</b></p> <p>In pairs, students interact and communicate orally aspects of their life experiences, expectations and problem-solving skills in the context of an admission interview to study a postgraduate related to their area of studies.</p>	<p style="text-align: center;"><b>Summative: Final Project</b> (30%)</p>
15	02/12 to 06/12	<i>Final and Late Evaluations</i>	
16	09/12 to 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 (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.

<b>Fechas Relevantes</b>	<b>Evaluación 1: 23/09 al 27/09</b>
	<b>Evaluación 2: 21/10 al 25/10</b>
	<b>Proyecto final: 25/11 al 29/11</b>
	<b>Evaluaciones de proceso (Componentes proyecto final):</b> <b>Componente 1: 09/09 al 13/09</b> <b>Componente 2: 21/10 al 25/10</b> <b>Componente 3: 18/11 al 22/11</b>