



UNIVERSIDAD NACIONAL “ JOSÉ FAUSTINO SÁNCHEZ CARRIÓN”

FACULTAD DE CIENCIAS



EP BIOLOGÍA

Modalidad No Presencial
Sílabo por Competencias

CURSO : TECHNICAL ENGLISH

DOCENTE : Mg. Carmen E. Rojas Zenozaín



- 2020 I -



Technical English Syllabo

I. INFORMACIÓN GENERAL

<i>Career Line</i>	Biology with mention in Biotecnology
<i>Term</i>	2020 I
<i>Code</i>	553
<i>Credits</i>	2
<i>Weekly hours</i>	Totals hours = 3 Theory: 1 Practice : 2
<i>Cicle</i>	X
<i>Section</i>	Unique
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II. SUMILLA Y DESCRIPCIÓN DEL CURSO

This course will be developed in a theoretical - practical way and focuses on acquiring communicative competence in English language at a basic - technical level. The four English language skills will be developed in an integrated way: listening, speaking, reading and writing with written texts related to Biological Sciences and especially Biotechnology.

An interactive methodology for student to acquire specialized vocabulary that will facilitate their development in their career and personal interaction will be used.

III. CAPABILITIES AT THE END OF THE COURSE

	CAPACITY UNIT	NAME UNIT	WEEKS
UNIT I	Expressing suggestion, obligations and strong advice using imperative of recommendations.	<i>Imperative</i>	1 - 4
UNIT II	Using phrasal verbs in short conversations and for instructions	<i>Phrasal verbs</i>	5 - 8
UNIT III	Identifies interprets and evaluates the relevant information in a text	<i>Culture and Education</i>	9 - 12
UNIT IV	Changes in family lifestyles / Identify the difference between conditional 0 and 1	<i>Conditionals</i>	13 - 16



IV. CAPACITY INDICATORS AT THE END OF THE COURSE

Nº	INDICATORS
1	Write examples for each imperative about your area, making a mind map
2	Expositions of their tasks or Project.
3	Expressing suggestion, obligations and strong advice using imperative of recommendations in a visual organizer.
4	Exposition about their works in class.
5	Using correctly the phrasal verbs.
6	Talking about the importance know the name of different things in English.
7	Talking about your vision and mission. Write your future plans.
8	Talking about the reading and tell what is your critical opinion.
9	Identifies interprets and evaluates the relevant information in a text.
10	Explain the culture and customs of different towns.
11	Comparing and contrasting different opinions of famous authors from different times. Describing how people do things look up information nowadays.
12	Presentation and expositions of the works
13	Describe the life of different times with (used to) and analyze the change.
14	Write sentences with conditional 0 and the result with topics of biology.
15	Describe the examples of the conditional type 1 (hypothesis).
16	Write text with the conditionals and others



V. DEVELOPMENT OF DIDACTIC UNITS

CAPACITY OF UNIT I: Expressing suggestion, obligations and strong advice using imperative of recomendations.

Week	Contents			Teaching strategy	Achievement indicators of capacity
	Conceptual	Procedural	Attitudinal		
1	The imperative affirmative and negative form.	Identify diferent imperative with example about a paper.	Collaborative learning Help your partners in your activities.	♦ <i>Expositive:</i> GoogleMeet ♦ <i>Directed debate:</i> forum, wiki ♦ <i>Lectures:</i> offprint, digital repositories, web pages, files ♦ <i>Previous knowledge:</i> Mentimeter ♦ <i>Videos</i>	Write examples for each imperative about your area, making a mind map
2	Types of imperatives: Let, Let's	Make a mind map with example of biology course, using types of imperatives sentences.	Respect and value ideas, beliefs, language and solidarity.		Expositions of their tasks or Project
3	Directions, intructions, advice,suggestions, warnings, etc	Asking for giving advice. Expressing suggestion, obligations and strong advice. (<i>in pairs</i>)	Advice to your partners with positive and negative sentences.		Expressing suggestion, obligations and strong advice usingimperative of recomendations in a visual organizer.
4	Imperative of recommendations: Should , Must, Have to	Recognize imperatives in two papers of his/her thesis	Be organize and cooperative		Exposition about their works in class.
	EVIDENCE OF KNOWLEDGE		EVIDENCE OF PRODUCT		EVIDENCE OF PERFORMANCE
	Oral and written evaluation of the Unit I.		Different imperative sentences in a mind maps and problems tree.		Write and expositions the projects correctly.

UNIT I: IMPERATIVES



UNIT II: PHRASAL VERBS

CAPACITY OF UNIT II: Using phrasal verbs in short conversations and for instructions.					
Week	Contents			Teaching strategy	Achievement indicators of capacity
	Conceptual	Procedural	Attitudinal		
5	Phrasal Verbs Instructions	Use correctly phrasal verbs in short conversations.	Be responsible for development the activities.	♦ Expositive: GoogleMeet ♦ Directed debate: forum, wiki ♦ Lectures: offprint, digital repositories, web pages, files ♦ Previous knowledge: Mentimeter ♦ Videos	Using correctly the phrasal verbs.
6	Phrasal verbs used in laboratory	Make some vocabulary with phrasal verbs use in laboratory room/paper/.	Collaborative learning help your partners in your activities.		Talking about the importance know the name of different things in English.
7	Vission and mission with Going to and will Future tense.	Talking about future plans. Make predictions with going to. Redact texts in future time with will and won't.	Be organize and cooperative.		Talking about your vision and mission. Write your future plans.
8	Phrasal verbs and future in papers of his/her thesis	Recognize phrasal verbs and future in two papers of his/her thesis	Awareness of the importance of being healthy.		Talking about the importance of the life for them, it is necessary a good health.
EVIDENCE OF KNOWLEDGE		EVIDENCE OF PRODUCT		EVIDENCE OF PERFORMANCE	
Oral and written evaluation of the Unit II.		Presentación el avance de su trabajo en COLABORACIÓN en el Wiki que figura al principio de la unidad		Prepare exposition for different topics for better learning.	



CAPACITY OF UNIT III: Identifies interprets and evaluates the relevant information in a text.

Weeks	Contents			Teaching strategy	Achievement indicators of capacity
	Conceptual	Procedural	Attitudinal		
9	Culture and Education: Indefinite Pronouns Use of nobody / nothing versus anybody / anything and nowhere / anywhere.	Discussing differences between cultural and education expressions.	Respects the right of others. Practice honesty and tolerance.	♦ Expositive: GoogleMeet ♦ Directed debate: forum, wiki ♦ Lectures: offprint, digital repositories, web pages, files ♦ Previous knowledge: Mentimeter ♦ Videos	Identifies interprets and evaluates the relevant information in a text.
10	Culture and customs Compound words	Understand and learn about cultures and customs from different places and times.	Show positive attitude. Help yours partners.		Explain the culture and customs of different towns.
11	Information about environment , Biodiversity and biotechnology	Discriminates specific information and express opinions about different topic. Compares and contrasts information about biology and technology. Organizes a coherent sequence of ideas in a text.	Values the summary of different authors.		Comparing and contrasting different opinions of famous authors from different times. Describing how people do things look up information nowadays.
12	Evaluation of "Omics ..." translation by group	Research and identify genomic theme and others aspects related to it	Be organize and cooperative.		Presentation and expositions of the works
	EVIDENCE OF KNOWLEDGE		EVIDENCE OF PRODUCT		EVIDENCE OF PERFORMANCE
	Oral and written evaluation of the Unit III.		Expositions in class about a paper. Wiki: group homework		Actively participation during the class.

UNIT III: I CULTURE AND EDUCATION



CAPACITY OF UNIT IV: Changes in family lifestyles / Identify the difference between conditional 0 and 1.

UNIT IV : CONDITIONALS

Week	Contents			Teaching strategy	Achievement indicators of capacity
	Conceptual	Procedural	Attitudinal		
13	Science and technology has developed very much through three last centuries (used to)	Discussing about technology and science	Work in class. Show solidarity with your partners.	<ul style="list-style-type: none"> ♦ <i>Expositive:</i> GoogleMeet ♦ <i>Directed debate:</i> forum, wiki 	Describe the life of different times with (used to) and analyze the change.
14	Conditional type Zero and First	Identify the conditional type 0 write example of the activities made in laboratory.	Help to your partners during the class.	<ul style="list-style-type: none"> ♦ <i>Lectures:</i> offprint, digital 	Write sentences with conditional 0 and the result with topics of biology.
15	Conditional type Second and Third	Identify a conditional type 1 consists in two parts: if clause (hypothesis) and result of the hypothesis.	Consider the importance of moral values.	<ul style="list-style-type: none"> ♦ <i>Previous knowledge:</i> repositories, web pages, files 	Describe the examples of the conditional type 1 (hypothesis).
16	Questions tags	Verifying information. Using expressions of encouragement and congratulations.	Work in class. Show solidarity with your partners.	<ul style="list-style-type: none"> ♦ <i>Previous knowledge:</i> Mentimeter ♦ <i>Videos</i> 	Use questions tags to check information in conversations.
	EVIDENCE OF KNOWLEDGE		EVIDENCE OF PRODUCT		EVIDENCE OF PERFORMANCE
	Oral and written evaluation of the Unit IV.		Finished translation of "Omics..." in Wiki		Write text with the conditionals and others



VI. EDUCATIONAL MATERIALS AND OTHER EDUCATIONAL RESOURCES

♦ VIRTUAL MEDIA and PLATFORMS

- ♦ Meet Google
- ♦ Practical cases
- ♦ Written media: Practice guide
- ♦ Dictionary
- ♦ Papers
- ♦ English Websites

♦ INFORMATIONAL MEDIA

- ♦ Computer
- ♦ Tablet
- ♦ Mobile
- ♦ Internet

VII. EVALUATION SYSTEMS

La Evaluación es inherente al proceso de enseñanza aprendizaje y será continua y permanente. Los criterios de evaluación son de conocimiento, de desempeño y de producto.

1. Evidencias de Conocimiento.

La Evaluación será a través de pruebas escritas y orales para el análisis autoevaluación. En cuanto al primer caso, medir la competencia a nivel interpretativo, argumentativo y propositivo, para ello debemos ver como identifica (describe, ejemplifica, relaciona, reconoce, explica, etc.); y la forma en que argumenta (plantea una afirmación, describe las refutaciones en contra de dicha afirmación, expone sus argumentos contra las refutaciones y llega a conclusiones) y la forma en que propone a través de establecer estrategias, valoraciones, generalizaciones, formulación de hipótesis, respuesta a situaciones, etc.

En cuanto a la autoevaluación permite que el estudiante reconozca sus debilidades y fortalezas para corregir o mejorar.

Las evaluaciones de este nivel serán de respuestas simples y otras con preguntas abiertas para su argumentación.

2. Evidencia de Desempeño.

Esta evidencia pone en acción recursos cognitivos, recursos procedimentales y recursos afectivos; todo ello en una integración que evidencia un saber hacer reflexivo; en tanto, se puede verbalizar lo que se hace, fundamentar teóricamente la práctica y evidenciar un pensamiento estratégico, dado en la observación en torno a cómo se actúa en situaciones impredecibles.

La evaluación de desempeño se evalúa ponderando como el estudiante se hace investigador aplicando los procedimientos y técnicas en el desarrollo de las clases a través de su asistencia y participación asertiva.

3. Evidencia de Producto.

Están implicadas en las finalidades de la competencia, por tanto, no es simplemente la entrega del producto, sino que tiene que *ver con el campo de acción y los requerimientos del contexto de aplicación*.

La evaluación de producto de evidencia en la entrega oportuna de sus trabajos parciales y el trabajo final.

Además, se tendrá en cuenta la asistencia como componente del desempeño, el 30% de inasistencia inhabilita el derecho a la evaluación



VARIABLES	PONDERACIONES	UNIDADES DIDÁCTICAS DENOMINADAS MÓDULOS
Evaluación de Conocimiento	30 %	El ciclo académico comprende 4
Evaluación de Producto	35%	
Evaluación de Desempeño	35 %	

Siendo el promedio final (PF), el promedio simple de los promedios ponderados de cada módulo (PM1, PM2, PM3, PM4); calculado de la siguiente manera:

$$PF = \frac{PM1 + PM2 + PM3 + PM4}{4}$$

VIII. REFERENCES

1. Bibliographic References

- Bygrave, J. (2012) New Total English. Students' Book - Starter. England: Pearson.
- Mitchell, H. & Scott, J. American Channel (2012) Beginners Student's Book. USA: mm publications. University of Cambridge (2013) Advanced Learner's Dictionary. United Kingdom: Cambridge University Press.
- H.Q. Mitchell Let`s Speed up 2.

2. Websites

1. <https://www.aprendemasingles.com/imperativo/>
2. <http://ares.cnice.mec.es/inglesep/>
3. www.inglesmundial.com
4. <http://owl.english.purdue.edu>
5. www.linguaspectrum.com
6. www.mansioningles.com
7. www.abroadlanguages.com

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