

University of Engineering and Technology

Course Syllabus – Semester 2017-1

- 1. Course number and Name:** GH0005 - Communication Laboratory I
- 2. Credits:** 3
- 3. Hours per session (Theory and Laboratory):** 4
Total number of sessions (Theory and Laboratory): 15

4. Name, e-mail and hours of presence of the course coordinator

Course coordinator:

Talía Tijero

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Course Teachers:

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|-----------------------|------------------------------------------------------------------|
| - Giuliana Carrillo | gcarrillo@utec.edu.pe |
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| - Luis Fernando Rubio | lrubio@utec.edu.pe |
| - Oriana Vidal | ovidal@utec.edu.pe |
| - Marcelo Zorrilla | czorrilla@utec.edu.pe |

5. Text book, title, author, and year

a. Mandatory Readings

1. Glenn, Jerome. (2010). 15 desafíos globales para las próximas décadas. Disponible en: <https://www.bbvaopenmind.com/articulo/15-desafios-globales-para-las-proximas-decadas1/>
2. Gestión. El diario de economía y negocios de Perú. Blog de Sostenibilidad Aplicada del Diario Gestión. Recuperado de <http://blogs.gestion.pe/sostenibilidadaplicada/>
3. Gestión. (2015, 27 de noviembre). Los 17 objetivos de desarrollo sostenible que le toca al sector privado [Entrada de blog]. Recuperado de <http://blogs.gestion.pe/sostenibilidadaplicada/2015/11/los-17-objetivos-de-desarrollo-sostenible-que-le-toca-al-sector-privado.html>
4. Gestión. (2016, 19 de enero). Cómo contribuir al hambre cero desde el sector privado [Entrada de blog]. Recuperado de: <http://blogs.gestion.pe/sostenibilidadaplicada/2016/01/como-contribuir-al-hambre-cero-desde-el-sector-privado.html>
5. Gestión. (2016, 19 de enero). Cómo contribuir al hambre cero desde el sector privado [Entrada de blog]. Recuperado de: <http://blogs.gestion.pe/sostenibilidadaplicada/2016/01/como-contribuir-al-hambre-cero-desde-el-sector-privado.html>
6. Gestión. (2016, 2 de febrero). Generando bienestar a través de la inversión privada en salud [Entrada de blog]. Recuperado de: <http://blogs.gestion.pe/sostenibilidadaplicada/2016/02/generando-valor-a-traves-de-la-inversion-privada-en-salud-y-bienestar.html>
7. Gestión. (2016, 20 de marzo). Ignorancia y prejuicios. Desafíos de la educación en el Perú [Entrada de blog]. Recuperado de: <http://blogs.gestion.pe/sostenibilidadaplicada/2016/03/ignorancia-y-prejuicios->

- [desafios-de-la-educacion-en-el-peru.html](#)
8. Gestión. (2016, 3 de mayo). Cómo lograr la igualdad de género en mi empresa [Entrada de blog]. Recuperado de: <http://blogs.gestion.pe/sostenibilidadaplicada/2016/05/como-lograr-la-igualdad-de-genero-en-mi-empresa.html>
 9. Gestión. (2016, 1 de junio). El agua es para todos [Entrada de blog]. Recuperado de: <http://blogs.gestion.pe/sostenibilidadaplicada/2016/06/el-agua-es-para-todos.html>
 10. Gestión. (2016, 8 de julio). ¿Cómo contribuir al suministro de energía inclusiva y sostenible? [Entrada de blog]. Recuperado de: <http://blogs.gestion.pe/sostenibilidadaplicada/2016/07/como-contribuir-al-suministro-de-energia-inclusiva-y-sostenible.html>
 11. International IDEA, Transparencia y UNICEF. (2005). La Niñez en las Políticas de Educación. Situación y Propuestas. Lima: EBRA.

b. Complementary Readings

1. Naciones Unidas. (2009). Los 15 desafíos globales. The Millennium Project. Estado del Futuro. Recuperado de: www.millennium-project.org/millennium/Global.../15GlobalChallengesSpanish.doc
2. Naciones Unidas. (2015). Objetivos de Desarrollo del milenio. Informe de 2015. Nueva York: Naciones Unidas. Recuperado de: http://www.un.org/es/millenniumgoals/pdf/2015/mdg-report-2015_spanish.pdf

c. Reference Manuals

1. Cassany, D. (1996). *Reparar la escritura: didáctica de la corrección de lo escrito*. Barcelona, España: Graó.
2. Cassany, D. (1993). *La cocina de la escritura*. Barcelona, España: Anagrama.
3. Creme, P. y M. Lea. (2000). *Escribir en la universidad*. Barcelona, España: Gedisa.
4. Pérez Silva, J. y K. Coral. (2004). *Manual de gramática del castellano: variedad estándar y usos regionales*. Lima, Perú: Proeduca.

d. Dictionaries and books for grammatical normative consultation

1. Gatti, C. y Wiese, J. (2001). *Elementos de gramática española*. Lima, Perú: Universidad del Pacífico.
2. Moliner, M. (1998). *Diccionario de uso del español moderno*. Madrid, España: Gredos.
3. Real Academia de la Lengua Española. (2016, 1 de enero). *Diccionario de la Real Academia española*. Recuperado de <http://dle.rae.es/?w=diccionario>
4. Real Academia de la Lengua Española. (2016, 1 de enero). *Diccionario panhispánico de dudas*. Recuperado de <http://lema.rae.es/dpd/?key=>
5. Real Academia de la Lengua Española. (2010). *Ortografía de la lengua española*. Madrid, España: Espasa Calpe.
6. Real Academia de la Lengua Española. (2005). *Diccionario panhispánico de dudas*. Bogotá, Colombia: Santillana.
7. Real Academia de la Lengua Española. (2001). *Diccionario de la lengua española*. 22ª edición. Madrid, España: Espasa Calpe.
8. Seco, M. (2002). *Diccionario de dudas y dificultades de la lengua española*. Madrid, España: Aguilar.

6. *Specific course information*

a. Brief description of the course content

Through this course, students will improve and strengthen their ability to communicate both orally and in writing in an academic context. To this effect, the student will practice the composition of texts, taking into account the requirements of formal academic language: characteristics of academic writing (rules of punctuation, spelling, lexical grammatical competence, standards) and correct use of information. In turn, the course promotes a comprehensive reading that is not limited to the descriptive level, but also encompasses the conceptual and metaphorical, because only in this way will the student develop his critical and analytical capacity. The students will take on academic and scientific outreach readings that will allow them to distinguish the objectives set out in the different types of texts and to recognize the oral and written text as a coherent and cohesive unit in terms of form and content. Once these objectives have been met, the student will understand that oral and written communication skills are central competences of university life and, later, professional life.

b. Prerequisites or co-requisites: Nothing

c. Indicate whether a required or elective: Required

7. *Specific course objectives*

a. Competencies

By the end of the course, the student will have developed and worked on the following competencies:

d1: Operate effectively in multidisciplinary teams.

g1: Communicate appropriately in oral form.

g2: Communicate appropriately in written form.

The course covers the following student results ICACIT/ABET: d, g.

b. Learning Outcomes

- Self-assessment: the students are able to recognize their own strengths and weaknesses to make constructive criticism of their own work.
- Peer-evaluation: the student is capable of formulating constructive criticism about the work of others and is open to the opinions of others.
- The student is capable of writing expository texts respecting lexical grammatical norms, spelling, and standards.
- The student is able to make an oral presentation.
- The students are capable of optimizing their learning through the use of virtual resources.

c. Learning results

- Consolidate the ability to recognize and avoid standard errors.
- Identify paragraph types and structures.
- Correctly use logical connectors and antecedents in a paragraph.
- Recognize the importance of the previous stages to the writing of a text.

8. Short list of subjects to study during the course

1. Approach to some characteristics of formal writing
2. Academic writing features
3. Reading strategies
4. Structure of text
5. Structure of paragraphs
6. Characteristics of the paragraph
7. Argumentative vs. expository text
8. Writing process: delimitation of topic and outline production
9. Citations: function and types
10. Approach to characteristic of the oral presentation
11. Conference: formal presentation
12. Writing full texts with citations

9. Methodology and evaluation system

Methodology:

Students will work actively in each class. It is therefore required that students perform previous tasks assigned by teachers as preparation for activities to be carried out during classes. In them, students will work in groups on writing, reading, and exposition exercises always fulfilling the requirements of academic writing. This knowledge will be evaluated through three assessments in the first part of the course in short tests taken at the beginning of the class. Throughout the cycle, students will become evaluators of the work of their peers as well as of their own works. Therefore, it is advised to attend all sessions, as no evaluation can be retaken.

Evaluation System:

The course has neither a midterm nor final exam but continuous assessments. None of the evaluations can be retaken nor dropped. Therefore, it is advisable to attend all sessions.

Final Note: 0.15 Asistencia + 0.45 EC + 0.4 Trabajo

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| Attendance | 15% | Course lectures and classes | 6% |
| | | Team Coaching Workshops | 8% |
| Continuous Evaluation | 45% | 3 norms and grammar rules tests (NGT) | 10% |
| | | 3 qualified practices (QP) | 20% |
| | | 6 continuous work assignments (CW) | 15% |
| Project | 40% | 3 progress reports (2 written + presentation) | 20% |
| | | Final project | 15% |

* It is necessary to submit the 3 progress reports to receive the final project grade.

10. Class Schedule

| Week | First class (Monday) | Second class (Wednesday) |
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| 1 20–24 March | <ul style="list-style-type: none"> Course presentation Class work (CW1): Diagnostic paragraph (in CANVAS) <p>HOMEWORK (HW1)</p> <ul style="list-style-type: none"> Upload paragraph to CANVAS Start blog for reports of reading for final project. Start reading #1 (Glen, Jerome) | <p>Approach to some characteristics of formal writing</p> <ul style="list-style-type: none"> Class Exercise: <i>peer evaluation</i> of diagnostic paragraph with rubric <p>HOMEWORK (HW1)</p> <ul style="list-style-type: none"> Examples of emails (CANVAS) Accent marks and use of spelling Start of reading group#2: (Objectives of sustainable development). |
| 2 27 – 31 March | <p>ACADEMIC WRITING FEATURES</p> <ul style="list-style-type: none"> In groups: compare emails by pulling out features from one another. <p>HOMEWORK (HW2)</p> <ul style="list-style-type: none"> Recognition of main and subordinate verb and use of period. Reading strategies self-assessment (CANVAS) | <p>ACADEMIC WRITING FEATURES</p> <ul style="list-style-type: none"> Comparison of headings (formal vs. Informal) Re-writing exercise in pairs (informal text to formal text) + co-evaluation (corrections in pairs (HW2) <p>HOMEWORK (HW2)</p> <ul style="list-style-type: none"> Finish main and subordinate verb and use of period exercises. Reading strategies self-assessment (CANVAS) |
| 3 3 a 7 April | <p>Reading strategies : underlining and summarizing</p> <ul style="list-style-type: none"> Group work: discussion about reading strategies (self-assessments review) in pairs Characteristics of reading strategies. Lecture #1: Underlining and summarizing, summary and reading outline <p>HOMEWORK (HW3)</p> <ul style="list-style-type: none"> Perform joint and separate word exercises, capital letters, and use of the comma. Start outlines of reading for blog on tumblr | <p>PNG #1: grammatical and spelling rules</p> <p>Reading strategies: reading outline and summary</p> <ul style="list-style-type: none"> Group work: finish outline of lecture text #1 <p>HOMEWORK (HW3)</p> <p>HW3: Reading control #1 (online)</p> <p>START reading#3 (children in educational policies)</p> |
| 4 10 - 14 | <p>Structure of the text</p> <ul style="list-style-type: none"> Parts of the text | <p>Structure of paragraphs</p> <ul style="list-style-type: none"> Parts of the paragraph |

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| April (Holiday: 13-16) | <ul style="list-style-type: none"> Exercises of identifying structure in texts <p>Homework HW4: in pairs, paragraph exercises– writing a paragraph on research (research topic + justification + importance/ relevance)</p> | <ul style="list-style-type: none"> Outline of paragraphs Paragraph writing exercises <p>PC1: Reading control #1 (questions about texts 1 and 2)</p> <p>HOMEWORK (HW4): What topic would you like to research? Why? <u>FORUM (in pairs)</u>. Review example of blog</p> |
| 5 17 a 21 April | <p>Characteristics of the paragraph</p> <ul style="list-style-type: none"> Paragraph Writing Exercises General information on Final Project Co-evaluation on FORUM paragraph – (characteristics of paragraphs, justification, importance, and relevance). | <p>NGT #2: (test of grammar rules).</p> <p>Synthesis Outline: outline and summary</p> <ul style="list-style-type: none"> Review underlining outline, and summary of reading text #2 (summary will be evaluated in PC2) <p>HOMEWORK (HW): HW5: gerund, logical connectors</p> |
| 6 24 - 28 April | <p>PC2: Summary of text #2 (only the outline may be brought)</p> <p>Homework (HW6) Semicolon and colon, concordance and conditionals</p> | <p>Argumentative vs. expository text Characteristics and parts of the expository text</p> <p>PROGRESS REPORT 1 advice -Think about research topic</p> |
| 7 1 - 5 May (Holiday: 1 May) | <p>WRITING PROCESS: Delimitation of topic and outline production</p> <p>Advice for preparation of PROGRESS REPORT 1 (partner vs. pair co-evaluations)</p> <p>Homework (HW7) Use of relatives and prepositions, and rules for verb use</p> | <p>Writing process: Delimitation of topic and production of scheme</p> <p>PROGRESS REPORT 1 Advice (Finish delimitation and production scheme)</p> |
| 8 8 - 12 May (midterm exams) | <p>Writing process: introduction and close -Writing exercises</p> <p>SUBMISSION OF PROGRESS REPORT #1 (limited topic , justification – relevance-, outline, source reports 1 paragraph each).</p> | <p>NGT#3: test of all standard spelling and grammatical rules covered</p> <p>WRITING PROCESS: Theme, outline production (parts and sub-parts)</p> <ul style="list-style-type: none"> Full text writing exercises |

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| 9 15-19 May | <p>Writing Process:</p> <ul style="list-style-type: none"> • Theme, outline production (parts and sub-parts) • Full text writing exercises • Citations: function and types | <p>Citations: function and types / Bibliography (APA 6th. edition)</p> <ul style="list-style-type: none"> • Citation and bibliography exercises <p>-Submission instructions for progress report 2</p> <p>-Start writing first part FP (progress report 2)</p> <p>- Auditorium: 17th.May 6pm conference with Kiko Mayorga</p> |
| 10 22 - 26 May | <p>Conference: “The engineer who speaks ” (took place on 17th. May at 6pm in the Auditorium)</p> <p>Types of paragraphs</p> <ul style="list-style-type: none"> • Group work in class (determine characteristics) <p>Homework (HW5)</p> <p>Short video on assessments of conference</p> <p>Conference in auditorium: 22nd. May at 6pm (Rómulo Navarrete)</p> | <p>Approach to characteristics of the oral presentation</p> <ul style="list-style-type: none"> • Review some videos. • writing exercises: Parts of oral testimonials and intuitive features of oral presentation <p>Continue with PROGRESS REPORT 2 (will be used as a basis for final presentation)</p> |
| 11 29 May - 2 June | <p>Conference: formal presentation features(Rómulo Navarrete)</p> <p>Types of paragraphs: comparative</p> <p>Compare two conferences viewed.</p> <p>Progress report 2 Advice</p> <p>Start of Lectures for PC3 (theme: body language)</p> | <p>Characteristics of oral exposition and paragraph types</p> <p>Co-evaluations: enumerative and comparative paragraphs (in pairs)</p> <p>TC6: FORUM: characteristics of orality in an academic context (writing a paragraph)</p> <p>VIRTUAL SUBMISSION OF PROGRESS REPORT 2 (until 12pm)</p> |
| 12 5 – 9 June | <p>Writing full texts WITH CITATIONS</p> <p>Consulting: for presentation (slides).</p> | <p>Writing full texts</p> <p>Consulting: Slides in pairs for exhibition of work</p> <p>PROGRESS REPORT 3</p> <p>INDICATIONS(presentations and presentation schedule)</p> |
| 13 12 – 16 | <p>PC3: Evaluation of blog with reviews, reading summaries</p> | |

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| June | Return of progress report 2 with corrections Advice: Written assignment for final submission: development paragraphs and presentations | PRESENTATIONS (Progress report 3) |
| 14 19 - 23 June | Presentations (Progress report 3) | PRESENTATIONS (Progress report 3) |
| 15 26 - 30 June | PRESENTATIONS (Progress report 3) Presentation Feedback: • Co-evaluations (pair vs. pair). Final self-evaluations | • Co-evaluations of presentations • Final self-evaluations SUBMISSION OF VIRTUAL FP (until 12pm) (Thursday 29 th . June holiday) |
| 16 3 - 7 July | FINAL EXAMS (the course does not have a final exam: it is the submission of the final written work) | |
| 17 10-14 July | MAKE-UP EXAMS (the course does not have make-up exams) | |