SAGRADO
Universidad del Sagrado Corazón

SYLLABUS

TITLE: Reading for Communication

CODE: ING 113

PREREQUISITE: N/A

CREDITS: 3 credits | 45 hours contact | 1 term

DESCRIPTION

This course combines intensive reading with oral and written skills to develop communicative competence in English. Students read texts and react to these readings in diverse oral activities and written assignments. Students must comply with all course activities that provide an integrated learning experience. ENG 113 must be passed with a C or more.

JUSTIFICATION

Communication skills are essential to achieve professional advancement in any field today. English 113 aims to help students improve their communicative competence and obtain better opportunities in the modern world by providing intensive ESL listening, speaking, reading, and writing practice. The use of diverse themes in the texts and activities encourages thoughtful examination and awareness, which leads students from diverse disciplines to develop a more humanistic outlook on life and a desire to understand a variety of notions and communicate effectively in any environment.

COMPETENCES

The course develops in the student the following competencies:

- **Communication**
- **Critical Thinking**
- **Research and exploration**

OBJECTIVES

At the end of the course, students will be able to:

1. Demonstrate comprehension of written and spoken English by answering comprehension questions.

2. Apply comprehension strategies in the reading of fiction and non-fiction texts.

3. Identify organizational elements and patterns of written and oral messages.

4. Employ proper spelling and grammar conventions in writing paragraphs and short compositions.

5. Demonstrate the correct usage of sentence patterns in their oral and written production.

6. Evaluate rhetorical elements, including purpose, supporting ideas, inferences, questions, author's perspective, and contrasting ideas.

7. Use the correct APA bibliographical format when citing references.

CONTENT

I.   Assessment of oral and written skills to determine proficiency and grammar Difficulties

    A. Narrative Oral Activity
    B. Write a description of a peer's narration

II.   Identifying Common Grammar Mistakes

    A. Grammar review based on their common grammar errors
    B. Identify correct grammatical structures in reading selections

III.   Improving Listening Comprehension and Reading Strategies

    A. Vocabulary in Context
    B. Listening Comprehension exercises
    C. Identify main ideas and supporting details
    D. Distinguish between facts and opinions
    E. Developing summarizing strategies

IV.   Active reading, discussion, and analysis of the assigned fiction and non-fiction texts.

V.   Strategies for writing effective paragraphs and short compositions

    A. Paragraph structure

     B. Logical sequence
     C. Coherence

VI.   Reporting on Relevant Topics

     A. Managing presentation tools
     B. Improving presentation skills

METHODOLOGY

The primary method for this course is the Communicative Language Method (CLT). The CLT method aims to make communicative competence the goal of language teaching. It develops procedures for teaching the four skills that acknowledge the interdependence of language and communication. The following strategies are recommended:

- Flipped classroom
- Reflections on current themes related to the assigned texts
- Small and large group discussions
- Role-playing
- Group work
- Cooperative learning
- Oral and written presentations
- Multimedia
- Quizzes
- Tests
- Interviews

EVALUATION

Assignments (Listening and reading)	25%
Compositions (Written Activities)	25%
Reading, Grammar Tests/Quizzes	25%
Final Presentation: Oral, Written, Audiovisual Presentation	25%
TOTAL	100%

LEARNING ASSESSMENT

The institutional assessment rubric is applied to the core activity of the course.

BIBLIOGRAPHY

MacIntyre, P. and Bohlke, D. (2020) *Reading explorer*. Boston, MA: National

Geographic Learning.

Ebooks:

Bache, C. (2013). *Essentials of mastering English: A concise grammar*. De Gruyter, Inc.

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Bohnacker, U., & Gagarina, N. (Eds.). (2020). *Developing narrative comprehension:*

Multilingual assessment instrument for narratives. John Benjamins Publishing

Company. https://ebookcentral.proquest.com/lib/sagrado-

ebooks/detail.action?docID=6413184

Gamel, A. L. (2015). *Help! My college students can't read: Teaching vital reading*

strategies in the content areas. Rowman & Littlefield Publishers.

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Hochman, J. C., & Wexler, N. (2017). *The writing revolution: A guide to advancing*

thinking through writing in all subjects and grades. John Wiley & Sons,

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ebooks/detail.action?docID=4931557

Lobeck, A. (2013). *Navigating English grammar: A guide to analyzing real language*.

John Wiley & Sons, Incorporated. https://ebookcentral.proquest.com/lib/sagrado-

ebooks/detail.action?docID=7103556

Find more information resources related to the course topics on the library page http://biblioteca.sagrado.edu/

REASONABLE ACCOMMODATION

You must visit the corresponding office to obtain detailed information on the process and the required documentation. To guarantee equal conditions, in compliance with the ADA (1990) and the Rehabilitation Act (1973), all students who need reasonable accommodation services or special assistance must complete the process established by the Vice Presidency for Academic Affairs.

ACADEMIC INTEGRITY

This policy applies to all students enrolled at Universidad del Sagrado Corazón to take courses with or without academic credit. A lack of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a grade of zero in the evaluation and/or repetition of the assignment in the seminar, a grade of F (*) in the seminar, suspension, or expulsion as established in the Academic Integrity Policy effective in November 2022.