

SYLLABUS

TITLE :	Introduction to English Communication
CODE:	GCM 100
PREREQUISITE:	N/A
COREQUISITE:	GCM 100-L
CREDITS:	0 credits 45 contact hours 15 hours Lab. 1 term

DESCRIPTION

This course aims to improve essential communication skills in the areas of listening, reading, writing, and speaking. It is designed for first-year students with a score of 474 or less on the English section of the College Entrance Examination Board. The course's conversational structure helps students draw from everyday activities to use the language effectively. In order to reinforce the material covered in class, this course requires a weekly one-hour lab session.

JUSTIFICATION

With the ever-increasing demand for bilingual professionals, students who earn their degrees should be able to communicate their ideas and projects effectively. This course will help them acquire the necessary language skills to succeed. Through this course, students will receive additional assistance to improve essential communication skills in the areas of listening, reading, writing, and speaking. The students will acquire the necessary tools to feel confident when using the language, essential to continue their academic career and professional life.

COMPETENCES

The course develops in the student the following competences:

- **Communication**

OBJECTIVES

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

1. Correctly organize ideas for speaking and writing.
2. Improve fluency through regular speaking drills.
3. Understand the basic conventions of the language.
4. Acquire and expand vocabulary and grammar.
5. Improve listening skills to accurately receive and interpret information.

CONTENT

I. Introductions

- A. Wh-questions with be
- B. Yes/no questions with be
- C. Short answers with be
- D. Subject pronouns
- E. Possessive adjectives
- F. Daily schedules
 1. Simple present
 2. Time expressions

II. Conversational and Writing Practice

- A. Window shopping
 1. Talking about money and prices
 2. Giving opinions and discussing preferences
 3. Demonstratives
 4. Comparison with adjectives
- B. What do you do in your spare time?
 1. Object pronouns
 2. Modal verbs

III. Conversational and Writing Practice

- A. Talking about your family
 1. Present continuous
 2. Yes/no Wh-questions with short answers
 3. Quantifiers
 4. Giving descriptions
- B. Who is that?
 1. Questions for describing people

- 2. Modifiers
- C. Staying healthy and fit
 - 1. Adverbs of frequency
- IV. Conversational and Writing Practice
 - A. How was your weekend?
 - 1. Simple past
 - 2. Yes/no questions
 - 3. Irregular verbs
 - B. Where do you live?
 - 1. Prepositions of place
 - 2. There is/there are
 - 3. Count and uncountable noun
- V. Conversational and Writing Practice
 - A. Your dream vacation
 - 1. Present perfect
 - 2. Past participles
 - B. Your dream vacation II
 - 1. Adjectives
 - 2. Comparatives and superlatives
 - 3. Modal verbs: could and should
- VI. Conversational and Writing Practice
 - A. Let's go out to dinner!
 - 1. Adverbs
 - 2. Modal verbs would and could for requests
 - B. Any weekend plans?
 - 1. Future with present continuous
 - C. Looking back
 - 1. Describing changes with the present and past tense, present perfect and the comparative

METHODOLOGY

The following strategies of the active learning methodology are recommended:

- Collaborative learning
- Role-playing
- Dialogues
- Group work
- Listening and speaking

- Guided writing

EVALUATION

Oral presentations	25%
Compositions	25%
Participation (Immersion Experience)	30%
Assignments	<u>20%</u>
TOTAL	100%

This course is pass or not pass as graded below of 70%.

LEARNING ASSESSMENT

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

BIBLIOGRAPHY

TEXTBOOK

Spinelli, E. (2012). English Grammar for Students of Spanish. (7th ed). Michigan: The Olivia and Hill Press.

REFERENCES

Boguchwal, S. (2013). ESL Beginner Premium Edition with e-flashcards (English as a Second Language Series) (Second Edition, Revised). Piscataway, New Jersey: Research & Education Association.

Gessell, D., & Edelman-Young, D. (2015). A Guide to First-Year Composition.

Dahlonega, Georgia: University of Georgia.

Hall, B. & Wallace, E. (2018). College ESL Writers: Applied Grammar and Composing

Strategies for Success. *English Open Textbooks*. 14.

<https://oer.galileo.usg.edu/english-textbooks/14>

Merriam Webster Online Dictionary. (2012). Retrieved from <http://www.merriam-webster.com/>

Richards, J. C. (2017). *Interchange Level 1 Student's Book with Online Self-Study* (5th ed.). New York, NY: Cambridge University Press.

Straus, J. (2008). *The blue book of grammar and punctuation: An easy-to-use guide with clear rules, real-world examples, and reproducible quizzes*. San Francisco, CA: Jossey-Bass.

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

REASONABLE ACCOMMODATION

To obtain detailed information on the process and the required documentation, you must visit the corresponding office. To guarantee equal conditions, in compliance with the ADA (1990) and the Rehabilitation Act (1973), as amended, 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.