



DIRECCIÓN ACADÉMICA
VICERRECTORADO ACADÉMICO

SÍLABO DE LA ASIGNATURA

FACULTAD:	COMPETENCIAS LINGÜÍSTICAS
CARRERA:	INGLÉS (A)
ESTADO:	VIGENTE
NIVEL DE FORMACIÓN:	TERCER NIVEL
MODALIDAD:	IDIOMAS
ASIGNATURA:	INGLÉS B1
PERÍODO ACADÉMICO DE EJECUCIÓN:	CI Período 2025 - 1S
PROFESOR ASIGNADO:	MONICA KRUPSKAYA GUERRA ALVEAR
FECHA DE CREACIÓN:	Riobamba, 20 de marzo de 2025
FECHA DE ÚLTIMA ACTUALIZACIÓN:	Riobamba, 21 de marzo de 2025



1. INFORMACIÓN GENERAL DE LA ASIGNATURA:

CÓDIGO:	EINB1	
NOMBRE:	INGLÉS B1	
SEMESTRE:	B1	
UNIDAD DE ORGANIZACIÓN CURRICULAR: (De acuerdo a la malla curricular):	Unidad Básica	
CAMPO DE FORMACIÓN (De acuerdo a la malla curricular):	Formación Básica	
NÚMERO DE SEMANAS EFECTIVAS DE CLASES:	16	
NÚMERO DE HORAS POR SEMANA DE ACTIVIDADES DE APRENDIZAJE	Aprendizaje en contacto con el docente	3,00
	Aprendizaje práctico-experimental	3,00
	Aprendizaje Autónomo	3,00
TOTAL DE HORAS POR SEMANA DE LA ASIGNATURA:	9,00	
TOTAL DE HORAS POR EL PERÍODO ACADÉMICO:	144.00	

2. PRERREQUISITOS Y CORREQUISITOS:

PRERREQUISITOS		CORREQUISITOS	
ASIGNATURA	CÓDIGO	ASIGNATURA	CÓDIGO

3. DESCRIPCIÓN E INTENCIÓN FORMATIVA DE LA ASIGNATURA:

El inglés como lengua extranjera tiene como objetivo satisfacer la creciente demanda de comunicarse en inglés para obtener mejores oportunidades educativas o laborales y una interacción más significativa con otras culturas. La sociedad ecuatoriana requiere futuros profesionales con competencias comunicativas en inglés bajo estándares internacionales según el Marco Común Europeo de Referencia (MCER 1 al intermedio B1+) A1, A2, B1. B1 - Puede comprender los puntos principales de una información estándar y clara sobre temas familiares que se encuentran habitualmente en el trabajo, la escuela, el ocio, etc. - Puede afrontar la mayoría de situaciones que puedan surgir mientras viaja en una zona donde se habla el idioma. - Puede producir textos sencillos y relacionados sobre temas familiares o de interés personal. - Puede describir experiencias y acontecimientos, sueños, esperanzas y ambiciones y dar brevemente razones y explicaciones de opiniones y planes. El Aprendizaje del Idioma Inglés se aborda desde un enfoque que integra teoría y práctica, lo cual facilita la comprensión y la aplicación efectiva de los conocimientos adquiridos. Estos conocimientos están alineados con los ejes de formación, Comunicación, Desarrollo Humano, Ética y Valores, lo que promueve una formación integral y coherente con los principios educativos establecidos. Plan Nacional de Desarrollo 2024 – 2025: Orientado a la consecución de competencias que propendan al encauce y concreción del Plan Nacional de Desarrollo 2024 – 2025 en armonía con la Coordinación de Competencias Lingüísticas (C.C.L) la misma que se alineará al Objetivo 2: Que impulsa las capacidades de la ciudadanía con educación equitativa e inclusiva de calidad y promoviendo espacios de intercambio cultural. English as a foreign language aims to satisfy the increasing demand to communicate in English to obtain better educational or job opportunities and more meaningful interaction with other cultures. The Ecuadorian society requires future professionals with English communicative competences under international standards according to the Common European Framework of Reference (CEFR 1 to intermediate B1+) A1, A2, B1. B1 - Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. - Can deal with most situations likely to arise while traveling in an area where the language is being spoken. - Can produce simple connected text on familiar topics or of personal interest. - Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans. English Language Learning approach integrates theory and practice, which facilitates the understanding and effective application of the acquired knowledge. This knowledge is aligned with the training axes, Communication, Human Development, Ethics and Values, which promote comprehensive training consistent with established educational principles. National Development Plan 2024 - 2025: Oriented towards the achievement of competencies that promote the channeling and realization of the National Development Plan 2024 - 2025 in harmony with the Coordination of Linguistic Competencies (C.C.L), which will align with Objective 2: What drives the capabilities of citizens with equitable and inclusive quality education and promoting spaces for cultural exchange.

4. COMPETENCIA(S) DEL PERFIL EGRESO DE LA CARRERA A LA(S) QUE APORTA LA ASIGNATURA:

Comprende, produce, difunde y divulga información oral y escrita en primera y segunda lengua valorando cómo, cuándo y con quién interactuar. Conoce el conjunto de normas y códigos deontológicos garantizando una actuación profesional idónea articulada con el accionar social. Reconoce, la diversidad de personas y sus diferencias individuales en el desempeño profesional y en lo personal, como concepción de vida. Aplica la tecnología, a partir del conocimiento de técnicas y herramientas, de manera adecuada con responsabilidad y eficiencia para el fortalecimiento profesional. The students ... Understand, produce, disseminate and disseminate oral and written information in first and second languages, assessing how, when and with whom to interact. Know the set of standards and deontological codes guaranteeing ideal professional performance articulated with social actions. Recognize the diversity of people and their individual differences in professional and personal performance, as a conception of life. Apply technology, based on knowledge of techniques and tools, appropriately with responsibility and efficiency for professional strengthening.

5. RESULTADO(S) DE APRENDIZAJE DEL PERFIL DE EGRESO DE LA CARRERA A LO(S) QUE APORTA LA ASIGNATURA



Comprender, producir, difundir y divulgar información oral y escrita en primera y segunda lengua valorando cómo, cuándo y con quién interactúa. Conocer el conjunto de normas y códigos deontológicos garantizando una actuación profesional idónea articulada con el accionar social. Reconocer la diversidad de personas y sus diferencias individuales en el desempeño profesional y en lo personal, como concepción de vida. Aplicar la tecnología, a partir del conocimiento de técnicas y herramientas, de manera adecuada con responsabilidad y eficiencia para el fortalecimiento profesional. The students will ... Understand, produce, disseminate and disseminate oral and written information in first and second languages, assessing how, when and with whom they interact. Know the set of standards and deontological codes guaranteeing ideal professional performance articulated with social actions. Recognize the diversity of people and their individual differences in professional and personal performance, as a conception of life. Apply technology, based on knowledge of techniques and tools, appropriately with responsibility and efficiency for professional strengthening.

6. UNIDADES CURRICULARES:



UNIDAD N°:		1					
NOMBRE DE LA UNIDAD:		MAKE A SMALL TALK					
NÚMERO DE HORAS POR UNIDAD:		28,8					
RESULTADOS DE APRENDIZAJE DE LA UNIDAD. - Los resultados de aprendizaje demuestran lo que el estudiante será capaz de resolver al finalizar un proceso formativo. Su estructura es: verbo en tercera persona del presente simple en singular + objeto + condición + finalidad. Su propósito es tributar al cumplimiento de las competencias declaradas en el perfil de egreso.							
- Los resultados de aprendizaje demuestran lo que el estudiante será capaz de resolver al finalizar un proceso formativo. Su estructura es: verbo en tercera persona del presente simple en singular + objeto + condición + finalidad. Su propósito es tributar al cumplimiento de las competencias declaradas en el perfil de egreso. Students will be able to: 1. Make small talk appropriately to communicate their proper address. 2. Describe a busy schedule using past perfect tense to talk about their real situations 3. Develop your cultural awareness using the raised vocabulary to discuss their differences of opinion. 4. Discuss how culture changes over time applying prior knowledge to express their opinion about the topic.							
CRITERIOS DE EVALUACIÓN. - Expresan características de los resultados esperados: son la base para diseñar la evaluación. Los criterios de evaluación se estructuran con: verbo en infinitivo + objeto + contexto). Se reflejan en los instrumentos de evaluación mediante indicadores que se corresponden							
Expresan características de los resultados esperados: son la base para diseñar la evaluación. Los criterios de evaluación se estructuran con: verbo en infinitivo + objeto + contexto. Se reflejan en los instrumentos de evaluación mediante indicadores que se corresponden. SPEAKING AND LISTENING - Talk about the weather to begin a conversation with someone you don't know. - Use questions tags to encourage someone to make small talk. - Ask about how someone wants is being addressed. - Answer a Do you mind questions with absolutelynot to indicate agreement. - Saythat was nothing! It suggest that something even more surprising happened. - Use Wow! It shows that you are impressed. READING - Apply prior knowledge. - Draw conclusions. - Understand from context about WRITING: - Formal e-mail etiquette.							
CONTENIDOS ¿Qué debe saber, hacer y ser?		TEMPORALIZACIÓN			ACTIVIDADES DE APRENDIZAJE DE LA UNIDAD		
UNIDADES TEMÁTICAS	HORAS			SEMANA (de la 1 a la 16 ó 18 según corresponda)	ACTIVIDADES DE APRENDIZAJE EN CONTACTO CON EL DOCENTE	ACTIVIDADES DE APRENDIZAJE PRÁCTICO-EXPERIMENTAL	ACTIVIDADES DE APRENDIZAJE AUTÓNOMO
	Aprendizaje en contacto con el docente	Aprendizaje práctico-experimental	Aprendizaje autónomo				
1.1. Diagnostic evaluation • 1.1.1. -Guidelines for the course • 1.1.2. -Oral/ written diagnostic evaluation.	1	2	0	1	Revision about previous level.	Applying diagnostic test.	No activities
1.2. Preview: Meeting etiquette. • 1.2.1. Photo story: A conversation between two participants at the meeting. • 1.2.2. Speaking: Discussion about how would you like to be addressed.	2	1	1,5	1	Warm up Preview: Etiquette guideline. Reading: Apply prior knowledge. Read and summarize Understand from context. Speaking: Have students answer to give reasons think and explain Personalization Discu	Students check comprehension of key information by asking. Students use grammar rules to complete and present in communicative activities. Students predict answers to those questions and write their a	Platform: My English Lab Homework Research work Lesson reviews



1.3. Lesson 1: Making small talk • 1.3.1. Conversation model: Asking about proper address. • 1.3.2. Grammar: Tag questions. • 1.3.3. Pronunciation: Intonation of tag questions. Digital video coach. • 1.3.4. Conversation Activator: Make a small talk	2	1	1	2	Listening and Reading: Play the audio to check information. Listen to & repeat. Grammar: Find the grammar Listening and Speaking: Students have to pronounce with the correct intonation. Listen in	Students listen and repeat then they check comprehension by asking. Student's practices tag questions through grammar exercises. Students listen and ask if they notice difference in intonation. Students	Platform: My English Lab Homework Research work Lesson reviews
1.4. Lesson 2: Describing a busy schedule • 1.4.1. Grammar: The past perfect statements. • 1.4.2. Grammar Practice: Getting the meaning to do list. • 1.4.3. Conversation Model: Describing a busy day or time • 1.4.4. Conversation Activator: Describe a busy day or time	2	2	1	2	Grammar: Grammar practice Read and Listening: Play the audio to check information. Speaking: Practice the conversation with a classmate.	Student's practices past perfect tense through grammar exercises. Students read and listen, check comprehension and reinforce the past perfect tense. Students perform a role play.	Platform: My English Lab Homework Research work Lesson reviews
1.5. Lesson 3: Developing your cultural awareness. • 1.5.1. Vocabulary and listening comprehension. • 1.5.2. Now you can: Develop your cultural awareness.	2	1	1,3	3	Listening: and Reading: Read, listen then listen again and repeat. Listening: Listen for main ideas and to summarize. Reading, writing and Speaking: With a partner look at the questions on the notepad	Students listen, repeat and comprehend the raised vocabulary. Students listen a radio show then check correct answer and finally write a summary using the vocabulary. Students answer questions from th	Platform: My English Lab Homework Research work Lesson reviews
1.6. Lesson 4: Discuss how cultural changes over time. • 1.6.1. Reading: Global Culture. • 1.6.2. Now you can: Discuss how culture changes over time.	1	2	1	3	Reading: Read, understand and analyze the draw conclusions. Speaking: Have students discuss and compare questions and answers.	Students read, understand and answer specific questions the volunteers share their information and explain about it. Students work is pairs and express their point of view about how culture has changed	Platform: My English Lab Homework Research work Lesson reviews
1.7. Unit 1 Quiz • 1.7.1. Listening, grammar and vocabulary. • 1.7.2. Writing evaluation. • 1.7.3. Speaking evaluation.	2	1	1	4	Listening: Listen to the conversations and choose the correct phrase. Writing: Essay: Ask Ss to write an essay about the unit topic. Speaking evaluation.	Students develop the test using the four language skills. Students must write an essay from 200 to 220 words based on the topic, grammar and vocabulary students learn.	Platform: My English Lab Lesson reviews



TOTAL DE HORAS (La suma del total de horas debe ser igual a la determinada en la malla curricular por cada componente de aprendizaje; sin embargo, para cada tema tratado será decisión del profesor la distribución de horas en cada componente)	12	10	6,8	
EVALUACIÓN: En este apartado se deberá indicar los tipos de evaluación que se aplicarán (diagnóstica, formativa y sumativa), así como las técnicas e instrumentos a utilizar, a fin de evidenciar mediante los criterios de evaluación el logro de los resultados de aprendizaje.				
Tipos de Evaluación	Técnicas		Instrumentos	
Diagnóstica	Evaluación de Desempeño		Demostración	
	Observación		Demostración	
	Pruebas		Cuestionarios	
			Pruebas Escritas Objetivas	
Formativa	Evaluación de Desempeño		Demostración	
	Observación		Demostración	
	Pruebas		Cuestionarios	
			Pruebas Escritas Objetivas	
Sumativa	Evaluación de Desempeño		Demostración	
	Observación		Demostración	
	Pruebas		Cuestionarios	
			Pruebas Escritas Objetivas	



UNIDAD N°:		2					
NOMBRE DE LA UNIDAD:		HEALTH MATTERS					
NÚMERO DE HORAS POR UNIDAD:		28,8					
RESULTADOS DE APRENDIZAJE DE LA UNIDAD.- Los resultados de aprendizaje demuestran lo que el estudiante será capaz de resolver al finalizar un proceso formativo. Su estructura es: verbo en tercera persona del presente simple en singular + objeto + condición + finalidad. Su propósito es tributar al cumplimiento de las competencias declaradas en el perfil de egreso. - Students will be able to: 1. To offer a solution by applying conversation strategies to suggest alternatives on How to solve a problem. 2. To discuss how long a service will take to keep their customers coming back. 3. Evaluate the quality of service by giving enough reasons to recommend a local function. 4. Plan an event in the class or community by taking into account the importance of every detail to state the plan clearly.							
CRITERIOS DE EVALUACIÓN.- Expresan características de los resultados esperados: son la base para diseñar la evaluación. Los criterios de evaluación se estructuran con: verbo en infinitivo + objeto + contexto). Se reflejan en los instrumentos de evaluación mediante indicadores que se corresponden Speaking and Listening 1. Introduce limited information with I'm sorry, but 2. Show concern with is there anything wrong? and That must be awful 3. Begin a question of possibility with I wonder if 4. Use Let's see...to indicate you are checking for something 5. Confirm an appointment with I'll / We'll see you then 6. Express emphatic thanks with I really appreciate it 7. Listen to activate vocabulary. 8. Listen for details. Reading 9. Infer point of view. 10. Activate language from text. Writing 11. Support an opinion with personal examples.							
CONTENIDOS ¿Qué debe saber, hacer y ser?		TEMPORALIZACIÓN		ACTIVIDADES DE APRENDIZAJE DE LA UNIDAD			
UNIDADES TEMÁTICAS	HORAS			SEMANA (de la 1 a la 16 ó 18 según corresponda)	ACTIVIDADES DE APRENDIZAJE EN CONTACTO CON EL DOCENTE	ACTIVIDADES DE APRENDIZAJE PRÁCTICO-EXPERIMENTAL	ACTIVIDADES DE APRENDIZAJE AUTÓNOMO
	Aprendizaje en contacto con el docente	Aprendizaje práctico-experimental	Aprendizaje autónomo				
2.1. Preview: International Dental Services • 2.1.1. Photo story: Talking about a dental emergency during a trip. • 2.1.2. Speaking: Have you had an emergency that required medical attention?	1	2	2	4	Warm up Preview: health matters. Reading: Apply prior knowledge	Discriminate vocabulary words through pictures.	Platform: My English Lab Homework Research work Lesson reviews
2.2. Lesson 1 Show concern and offer help • 2.2.1. Vocabulary: Describing symptoms. • 2.2.2. Listening to activate vocabulary. Pronunciation. • 2.2.3. Grammar: Drawing conclusion with must. • 2.2.4. Conversation Activator: Show concern and offer help.	2	1	2	5	Draw conclusions Explanation about the meaning of the dialogue based on the dialogue. Presentation of a table to complete information.	Use grammar rules to complete and present in communicative activities Writing a form for a medical or dental appointment. Free writing answers.	Platform: My English Lab Homework Research work Lesson reviews
2.3. Lesson 2: Making a medical or dental appointment. • 2.3.1. Grammar: Will be able to; modal may and might. • 2.3.2. Vocabulary: Medical procedures. • 2.3.3. Conversation model. Making a medical appointment. • 2.3.4. Conversation Activator: Making an appointment to see a doctor or dentist.	2	2	1	5	Encourage students to identify expressions Make students to use expressions in context. Discriminate vocabulary words through pictures Make students to repeat the new vocabulary words Make students to	Use grammar rules to complete and present in communicative activities. Discriminate vocabulary words through pictures. Listen and repeat Listen for main and specific ideas. Role -Play the conversation	Platform: My English Lab Homework Research work Lesson reviews



2.4. Lesson 3: Discussing types of treatments. • 2.4.1. Reading: Consider the choices. • 2.4.2. Now you can: Discuss the questions, types of treatments, practitioners and treatments.	2	1	1	6	Get students use their notes to talk about the topic. Provide help as needed. Ask students to read aloud the reading provided Ask questions about the topic. Ask students to use their notes to talk abo	Listen for main and specific ideas . Read and discuss about a topic. Use grammar rules to complete and present in communicative activities.	Platform: My English Lab Homework Research work Lesson reviews.
2.5. Lesson 4: Talking about medications • 2.5.1. Vocabulary: Medications. Listening comprehension. • 2.5.2. Now you can: Talk about medications.	2	2	1,5	6	Presentation of the topic. Show students flash cards about some health symptoms. Practice repetition drills using intonation patterns. Allow students to use in other examples. Provide help as needed.	Expressing ideas about the topic. Discriminate vocabulary words through pictures. Listen for main and specific ideas.	Platform: My English Lab Homework Research work Lesson reviews
2.6. Unit 2 Quiz • 2.6.1. Listening, grammar and vocabulary. • 2.6.2. Writing evaluation. • 2.6.3. Speaking evaluation	2	1	1,3	7	Grammar: Permit students to use the grammar point to fill in gaps Writing: Essay: Ask Ss to write an essay about the unit topic. Speaking evaluation.	Use basic grammar rules: Present perfect in communicative activities. Students must write an essay from 200 to 220 words based on the topic, grammar and vocabulary students learn.	Platform: My English Lab Lesson reviews
TOTAL DE HORAS (La suma del total de horas debe ser igual a la determinada en la malla curricular por cada componente de aprendizaje; sin embargo, para cada tema tratado será decisión del profesor la distribución de horas en cada componente)	11	9	8,8				
EVALUACIÓN: En este apartado se deberá indicar los tipos de evaluación que se aplicarán (diagnóstica, formativa y sumativa), así como las técnicas e instrumentos a utilizar, a fin de evidenciar mediante los criterios de evaluación el logro de los resultados de aprendizaje.							
Tipos de Evaluación	Técnicas				Instrumentos		
Diagnóstica	Evaluación de Desempeño				Demostración		
	Observación				Demostración		
	Pruebas				Cuestionarios Pruebas Escritas Objetivas		
Formativa	Evaluación de Desempeño				Demostración		
	Observación				Demostración		
	Pruebas				Cuestionarios Pruebas Escritas Objetivas		
Sumativa	Evaluación de Desempeño				Demostración		
	Observación				Demostración		
	Pruebas				Cuestionarios Pruebas Escritas Ojetivas		



UNIDAD N°:		3					
NOMBRE DE LA UNIDAD:		GETTING THINGS DONE					
NÚMERO DE HORAS POR UNIDAD:		28,8					
RESULTADOS DE APRENDIZAJE DE LA UNIDAD.- Los resultados de aprendizaje demuestran lo que el estudiante será capaz de resolver al finalizar un proceso formativo. Su estructura es: verbo en tercera persona del presente simple en singular + objeto + condición + finalidad. Su propósito es tributar al cumplimiento de las competencias declaradas en el perfil de egreso. - Students will be able to use the English language and their Knowledge to : 1. Apply conversation strategies Like "I'm sorry but ...) correctly, to politely turn down request; /"no problem" to indicate acceptance of someone / "maybe you could ..." to suggest alternatives on How to solve... to offer a solution. 2. Use their knowledge and English Language appropriately to discuss to provide other options to offer an answer on services and business giving enough details about them to support the reliability, for example how long a ceremony will take/the best ways for a company to keep its customers coming back. 3. Apply their knowledge to evaluate the quality of service by giving enough reasons for choosing or recommending a local company and services as support to recommend a local functions. 4. Demonstrate ability in Planning an Event in the class or community taking account the importance of every detail in regarding the necessary activities and elements to state the plan clearly.							
CRITERIOS DE EVALUACIÓN.- Expresan características de los resultados esperados: son la base para diseñar la evaluación. Los criterios de evaluación se estructuran con: verbo en infinitivo + objeto + contexto). Se reflejan en los instrumentos de evaluación mediante indicadores que se corresponden Students will be able to use the English language and their Knowledge to : 1. Apply conversation strategies Like "I'm sorry but ...) correctly, to politely turn down request; /"no problem" to indicate acceptance of someone / "maybe you could ..." to suggest alternatives on How to solve... to offer a solution. 2. Use their knowledge and English Language appropriately to discuss to provide other options to offer an answer on services and business giving enough details about them to support the reliability, for example how long a ceremony will take/the best ways for a company to keep its customers coming back. 3. Apply their knowledge to evaluate the quality of service by giving enough reasons for choosing or recommending a local company and services as support to recommend a local functions. 4. Demonstrate ability in Planning an Event in the class or community taking account the importance of every detail in regarding the necessary activities and elements to state the plan clearly.							
CONTENIDOS ¿Qué debe saber, hacer y ser?		TEMPORALIZACIÓN			ACTIVIDADES DE APRENDIZAJE DE LA UNIDAD		
UNIDADES TEMÁTICAS	HORAS			SEMANA (de la 1 a la 16 ó 18 según corresponda)	ACTIVIDADES DE APRENDIZAJE EN CONTACTO CON EL DOCENTE	ACTIVIDADES DE APRENDIZAJE PRÁCTICO-EXPERIMENTAL	ACTIVIDADES DE APRENDIZAJE AUTÓNOMO
	Aprendizaje en contacto con el docente	Aprendizaje práctico-experimental	Aprendizaje autónomo				
3.1. Preview: Are you a Procrastinator? • 3.1.1. - Photo Story: Placing orders at the copy shop. • 3.1.2. - Speaking: Are you procrastinator?	1	2	1	7	Warm up: according to the topic. Eliciting keywords meaning about it. Topic Presentation from a survey questions. Prepare Ss for the survey. Task instructions. Activity directions to help Ss cover th	Ss figure out and discuss the meaning of procrastinator... Ss make a list of things that they put off and things that they do right away. Listening the activity instructions. Reading & Writing on the su	Platform: My English Lab Homework Research work Lesson reviews
3.2. Lesson 1 Offer a solution • 3.2.1. Conversation Model. Asking for a favor. • 3.2.2. Grammar point: The Causative • 3.2.3. Listen to activate grammar: Use the causative "get" • 3.2.4. Conversation Activator: Offer a solution.	1	2	2	8	Activity directions. Ss Listening Comprehension Checking. Grammar Point Explanation Help to clarify the examples. Ss Comprehension Checking. Grammar Practice Directions The Passive Causative Vocabular	Conversation modeling. To Practice the ways to indicate acceptance of someone's excuse. Ss practice the use of Causative. Ss Red and Complete the incomplete statements.	Platform: My English Lab Homework Research work Lesson reviews



3.3. Lesson 2 Discuss How long a service will take. • 3.3.1. Grammar point. The Passive causative. • 3.3.2. Vocabulary & Grammar Practice: Services. • 3.3.3. Conversation Model: Requesting express service. • 3.3.4. Conversation Activator: Discuss how long a service will take.	2	1	1,8	8	Listening Comprehension Checking Grammar Point Presentation, Brain Storming Vocabulary and grammar Noun that can be used with that verbs. Conversation strategies Grammar: Causative with: get/have	Reading to Ss Find the Grammar. Ss study the examples. Writing Ss write statements and questions to provide, practice, and describe pictures from prompts and graphics. Ss Suggest alternatives You mayb	Platform: My English Lab Homework Research work Lesson reviews
3.4. Lesson 3 Evaluate the Quality of Service • 3.4.1. How can I help you? Activate language from text. • 3.4.2. Now you can: Evaluate the quality of service.	1	2	2	9	Warm up. To students infer the meaning For reading activity. Explore the Ss point of view. Give examples of each keyword definition complete the chart to evaluate the quality service.	Ss infer the author point of view Ss express their point of view about the author ideas. Speaking Ss give examples of personal expediciencies by using keywords from the text. Listening Ss listen and re	Platform: My English Lab Homework Research work Lesson reviews
3.5. Lesson 4 Plan an Event • 3.5.1. Vocabulary: Listening Comprehension. • 3.5.2. Now you can. Plan an event	2	1	2	9	Students understand the meaning of vocabulary for listening and reading on activities implied on planning an event.	Reading and listening to repeat. Listening for details. Writing & speaking. Ss write notes about two or three activities they have done or see for planning an event from key questions. Discussion about	Platform: My English Lab Homework Research work Lesson reviews
3.6. Unit 3 Quiz • 3.6.1. Listening, grammar and vocabulary. • 3.6.2. Writing evaluation. • 3.6.3. Speaking evaluation	1	2	2	10	Prepare students to solve a Questionnaire on the topic. Writing: Essay. Ask Ss to write an essay about the unit topic. Speaking evaluation.	Students solve the Questionnaire on the topic. Students must write an essay from 200 to 220 words based on the topic, grammar and vocabulary students learn.	Platform: My English lab. Lesson reviews
TOTAL DE HORAS (La suma del total de horas debe ser igual a la determinada en la malla curricular por cada componente de aprendizaje; sin embargo, para cada tema tratado será decisión del profesor la distribución de horas en cada componente)	8	10	10,8				
EVALUACIÓN: En este apartado se deberá indicar los tipos de evaluación que se aplicarán (diagnóstica, formativa y sumativa), así como las técnicas e instrumentos a utilizar, a fin de evidenciar mediante los criterios de evaluación el logro de los resultados de aprendizaje.							
Tipos de Evaluación	Técnicas				Instrumentos		
Diagnóstica	Evaluación de Desempeño				Demostración		
	Observación				Demostración		
	Pruebas				Cuestionarios Pruebas Escritas Objetivas		
Formativa	Evaluación de Desempeño				Demostración		
	Observación				Demostración		
	Pruebas				Cuestionarios Pruebas Escritas Objetivas		
Sumativa	Evaluación de Desempeño				Demostración		
	Observación				Demostración		



DIRECCIÓN ACADÉMICA
VICERRECTORADO ACADÉMICO



UNACH-RGF-01-03-01.01.b

Versión 3: 28-10-2021

	Pruebas	Cuestionarios
		Pruebas Escritas Objetivas



UNIDAD N°:		4					
NOMBRE DE LA UNIDAD:		READING FOR PLEASURE					
NÚMERO DE HORAS POR UNIDAD:		28,8					
RESULTADOS DE APRENDIZAJE DE LA UNIDAD.- Los resultados de aprendizaje demuestran lo que el estudiante será capaz de resolver al finalizar un proceso formativo. Su estructura es: verbo en tercera persona del presente simple en singular + objeto + condición + finalidad. Su propósito es tributar al cumplimiento de las competencias declaradas en el perfil de egreso.							
- Students will be able to: - Recommend a book by using Noun Clauses to set their ideas. - Ask about an article by using Embedded Questions to get specific information. - Describe your reading habits by using particular vocabulary to express likes. - Discuss online reading by getting information on a text to describe the positive and negative aspects of the topic.							
CRITERIOS DE EVALUACIÓN.- Expresan características de los resultados esperados: son la base para diseñar la evaluación. Los criterios de evaluación se estructuran con: verbo en infinitivo + objeto + contexto). Se reflejan en los instrumentos de evaluación mediante indicadores que se corresponden							
Students will be able to: - Recommend a book by using Noun Clauses to set their ideas. - Ask about an article by using Embedded Questions to get specific information. - Describe your reading habits by using particular vocabulary to express likes. - Discuss online reading by getting information on a text to describe the positive and negative aspects of the topic.							
CONTENIDOS ¿Qué debe saber, hacer y ser?		TEMPORALIZACIÓN			ACTIVIDADES DE APRENDIZAJE DE LA UNIDAD		
UNIDADES TEMÁTICAS	HORAS			SEMANA (de la 1 a la 16 ó 18 según corresponda)	ACTIVIDADES DE APRENDIZAJE EN CONTACTO CON EL DOCENTE	ACTIVIDADES DE APRENDIZAJE PRÁCTICO-EXPERIMENTAL	ACTIVIDADES DE APRENDIZAJE AUTÓNOMO
	Aprendizaje en contacto con el docente	Aprendizaje práctico-experimental	Aprendizaje autónomo				
4.1. Preview: Looking for a good classic? • 4.1.1. -Photo story: A conversation at the bookstore. • 4.1.2. -Speaking: Do you prefer fictions or non-fictions fils?	2	1	2	10	Warm up: Introduction of the topic. Vocabulary: Explanation about use and usage of the new vocabulary words. Speaking: Showing the difference between fiction and non-fiction books. Listening: Getting	Students to get the new topic. Description of some book genres Selection of which genre is better based on students preferences. Expression of ideas about the topic. How to describe reading material.	Platform: My English Lab Homework Research work Lesson reviews.
4.2. Lesson 1 Recommend a book. • 4.2.1. Vocabulary: Ways to describe books. • 4.2.2. Grammar: Noun clauses • 4.2.3. Conversation Model; Recommending a book. • 4.2.4. Conversation Activator: Write notes about a book.	2	2	1	11	Listening: Getting new vocabulary to describe books. Grammar: The use of Noun clauses. Pronunciation: Practice stress in short answers.	Students get new vocabulary by describing kinds of book and also by using Noun clauses.	Platform: My English Lab Homework Research work Lesson reviews.
4.3. Lesson 2 Ask about an article. • 4.3.1. Conversation Model: Someone asks about an article • 4.3.2. Rhythm and Intonation. • 4.3.3. Grammar: Noun clauses: Embedded questions. • 4.3.4. Conversation Activator video: Ask about an article.	1	2	2	11	Pronunciation: correct Rhythm and Intonation in the dialogue. Grammar: Explanation of the grammar point and some examples. Presentation of a video to catch student's attention.	Getting the general information and focus attention on some expressions and sentences. Repetition of the dialogue by using rhythm and intonation Use the grammar point to describe reading likes. Focus	Platform: My English Lab Homework Research work Lesson reviews.



4.4. Lesson 3 Describe your reading habits. • 4.4.1. Vocabulary. Listening comprehension and taking notes • 4.4.2. Now you can: What are your reading habits?	2	1	1,3	12	Vocabulary: Exhibition of new vocabulary by pictures. Listening: Playing an audio to present the activity. Exposition of the activity with some examples.	Examples with the new vocabulary in a sentence and asks the students to repeat. Getting information by listening. Answering orally the questions presented in the activity.	Platform: My English Lab Homework Research work Lesson reviews.
4.5. Lesson 4. Discuss online reading. • 4.5.1. Reading habits in transition • 4.5.2. Now you can: Discuss reading online.	2	2	1	12	Reading: Giving basic information about the text. Speaking: Explanation about how to complete the information.	Getting the main idea and details of the text. Answers in questions by giving examples.	Platform: My English Lab Homework Research work Lesson reviews.
4.6. Unit 4 Quiz • 4.6.1. Listening, grammar and vocabulary. • 4.6.2. Writing evaluation. • 4.6.3. Speaking evaluation.	2	1	1,5	13	Giving instructions to complete the review activity. Writing: Essay: Ask Ss to write an essay about the unit topic. Speaking evaluation.	Examples about how to answer and fill the review. Students must write an essay from 200 to 220 words based on the topic, grammar and vocabulary students learn.	Platform: My English Lab Lesson reviews.
TOTAL DE HORAS (La suma del total de horas debe ser igual a la determinada en la malla curricular por cada componente de aprendizaje; sin embargo, para cada tema tratado será decisión del profesor la distribución de horas en cada componente)	11	9	8,8				

EVALUACIÓN: En este apartado se deberá indicar los tipos de evaluación que se aplicarán (diagnóstica, formativa y sumativa), así como las técnicas e instrumentos a utilizar, a fin de evidenciar mediante los criterios de evaluación el logro de los resultados de aprendizaje.

Tipos de Evaluación	Técnicas	Instrumentos
Diagnóstica	Evaluación de Desempeño	Demostración
	Observación	Demostración
	Pruebas	Cuestionarios Pruebas Escritas Objetivas
Formativa	Evaluación de Desempeño	Demostración
	Observación	Demostración
	Pruebas	Cuestionarios Pruebas Escritas Objetivas
Sumativa	Evaluación de Desempeño	Demostración
	Observación	Demostración
	Pruebas	Cuestionarios Pruebas Escritas Objetivas



UNIDAD N°:		5					
NOMBRE DE LA UNIDAD:		NATURAL DISASTERS					
NÚMERO DE HORAS POR UNIDAD:		28,8					
RESULTADOS DE APRENDIZAJE DE LA UNIDAD.- Los resultados de aprendizaje demuestran lo que el estudiante será capaz de resolver al finalizar un proceso formativo. Su estructura es: verbo en tercera persona del presente simple en singular + objeto + condición + finalidad. Su propósito es tributar al cumplimiento de las competencias declaradas en el perfil de egreso.							
-- Students will be able to: 1. Convey a message using indirect speech to sayexcuses. 2. Tell someone about the news using indirect speech (say and tell) to talk about headlines. 3. Describe natural disasters using adjectives of severityto create a news broadcasting. 4. Prepare for an emergency using indirect speech to construct a plan.							
CRITERIOS DE EVALUACIÓN.- Expresan características de los resultados esperados: son la base para diseñar la evaluación. Los criterios de evaluación se estructuran con: verbo en infinitivo + objeto + contexto). Se reflejan en los instrumentos de evaluación mediante indicadores que se corresponden							
Students will be able to: 1. Convey a message using indirect speech to sayexcuses. 2. Tell someone about the news using indirect speech (say and tell) to talk about headlines. 3. Describe natural disasters using adjectives of severityto create a news broadcasting. 4. Prepare for an emergency using indirect speech to construct a plan.							
CONTENIDOS ¿Qué debe saber, hacer y ser?		TEMPORALIZACIÓN		ACTIVIDADES DE APRENDIZAJE DE LA UNIDAD			
UNIDADES TEMÁTICAS	HORAS			SEMANA (de la 1 a la 16 ó 18 según corresponda)	ACTIVIDADES DE APRENDIZAJE EN CONTACTO CON EL DOCENTE	ACTIVIDADES DE APRENDIZAJE PRÁCTICO-EXPERIMENTAL	ACTIVIDADES DE APRENDIZAJE AUTÓNOMO
	Aprendizaje en contacto con el docente	Aprendizaje práctico-experimental	Aprendizaje autónomo				
5.1. Preview: Historic Disasters. • 5.1.1. -Photo story: Talking about a natural disaster. • 5.1.2. -Speaking: Discuss about news sources.	1	2	1,5	13	Warm up: Introduction of the topic. Vocabulary: new vocabulary words. Speaking: Showing the difference between fiction and non-fiction books. Listening: Getting the idea of the dialogue. Speaking: Pre	Students to get the new topic. Description of some Natural Disasters. Expression of ideas about the topic. How to describe advantages and disadvantages of checking news.	Platform: My English Lab Homework Research work Lesson reviews.
5.2. Lesson 1: Convey a message. • 5.2.1. -Grammar: Indirect Speech - Imperatives • 5.2.2. -Pronunciation: Direct and Indirect speech and that. • 5.2.3. -Conversation Model: Someone conveys a message. • 5.2.4. -Conversation Activator: Conveying a message.	2	1	1,5	14	Grammar: Explanation of the grammar point and some examples. Pronunciation: correct Rhythm and Intonation in the dialogue.	Getting the grammar point and focus attention on some expressions and sentences. Repetition of the dialogue byusing rhythm and intonation.	Platform: My English Lab Homework Research work Lesson reviews.



5.3. Lesson 2: Tell someone about the news. • 5.3.1. -Vocabulary: Natural Disasters • 5.3.2. -Listening to confirm information. • 5.3.3. -Grammar: SAY vs. TELL. • 5.3.4. -Conversation Activator: Tell someone about the news.	1	1	1,5	14	Vocabulary: Exhibition of new vocabulary by pictures. Listening: Playing an audio to present the activity. Exposition of the activity with some examples. Grammar: Explanation of the grammar point and.	Examples with the new vocabulary and the grammar point in a sentence and asks the students to practice. Getting information by listening.	Platform: My English Lab Homework Research work Lesson reviews.
5.4. Lesson 3: Describe natural disasters. • 5.4.1. -Reading: Earthquakes. • 5.4.2. -Now you can: Choose a historic disaster and write details on the notepad.	2	1	1	15	Reading: Giving basic information about the text. Speaking: Based on the reading describe a natural disaster.	Getting the main idea and details of the text. Paraphrasing.	Platform: My English Lab Homework Research work Lesson reviews.
5.5. Lesson 4: Prepare for and emergency. • 5.5.1. -Vocabulary: Emergency preparations for supplies and listening comprehension: Emergency broadcast. • 5.5.2. -Now you can: Write some plans for the emergency, provide a reason.	1	2	0,5	15	Vocabulary: preparation and supplies. Listening: Applying grammar and new vocabulary. Paraphrasing : Applying reports.	Students get the new vocabulary and describe some activities to do when an emergency occurs.	Platform: My English Lab Homework Research work Lesson reviews.
5.6. Unit 5 Quiz • 5.6.1. Listening evaluation. • 5.6.2. Writing (essay) evaluation. • 5.6.3. Speaking evaluation • 5.6.4. Reading (Comprehension and grammar evaluation).	1,5	1,5	1,3	16	Listening Evaluation Speaking evaluation Writing: Essay about unit topic Reading Evaluation	Listen to the conversation and complete the sentences. - 200 to 220-word essay based on the topics of the unit. Grammar and vocabulary test.	-Listening evaluation - Speaking evaluation _ Grammar evaluation _ Writing evaluation
5.7. Final Test Based on the 5 units of the level B1 • 5.7.1. -Listening evaluation. • 5.7.2. -Writing evaluation. • 5.7.3. -Speaking evaluation • 5.7.4. -Reading evaluation	1,5	1,5	1,5	16	Listening Evaluation Speaking evaluation. Writing: Essay about the topic. Reading evaluation.	Listening comprehension test. Grammar and vocabulary test. Reading comprehension test.	-Listening evaluation -Speaking evaluation. -Grammar evaluation -Writing evaluation
TOTAL DE HORAS (La suma del total de horas debe ser igual a la determinada en la malla curricular por cada componente de aprendizaje; sin embargo, para cada tema tratado será decisión del profesor la distribución de horas en cada componente)	10	10	8,8				
EVALUACIÓN: En este apartado se deberá indicar los tipos de evaluación que se aplicarán (diagnóstica, formativa y sumativa), así como las técnicas e instrumentos a utilizar, a fin de evidenciar mediante los criterios de evaluación el logro de los resultados de aprendizaje.							
Tipos de Evaluación	Técnicas			Instrumentos			
	Evaluación de Desempeño			Demostración			
	Observación			Demostración			



Diagnóstica		
	Pruebas	Cuestionarios
Formativa		Pruebas Escritas Objetivas
	Evaluación de Desempeño	Demostración
	Observación	Demostración
	Pruebas	Cuestionarios
Sumativa		Pruebas Escritas Objetivas
	Evaluación de Desempeño	Demostración
	Observación	Demostración
	Pruebas	Cuestionarios
		Pruebas Escritas Objetivas

7. INVESTIGACIÓN FORMATIVA.

De acuerdo a los temas y subtemas del sílabo se realizarán actividades que promuevan la investigación formativa como estrategia general de aprendizaje para la formación del estudiante.

8. METODOLOGÍA:

Metodología de enseñanza aprendizaje

- Aprendizaje Cooperativo
- Aprendizaje Colaborativo.
- Aprendizaje activo.
- Dinámicas de grupo
- Talleres
- Inductivo - Deductivo
- Constructivista - Participativo

Técnicas de enseñanza aprendizaje.

- Pruebas:
- Observación:
- Evaluación de Desempeño:

Recursos:

- Aula virtual
- CD players
- Zoom
- Microsoft Teams
- Webex Cisco
- Software
- Internet
- Simuladores
- Presentaciones en power point
- Material Didáctico
- Bibliografía Especializada
- Videos
- Pizarra digital
- Top Notch with Active Book 3 for teachers and students
- E-book
- E-mail
- Diapositivas
- Diapositivas
- Material Didáctico

9. ESCENARIOS DE APRENDIZAJE:

- Virtual classroom MOODLE
- Classroom with multimedia and English lab
- www.engage.com
- <http://product.pearsonelt.com/topnotch3e/#>



10. RELACIÓN DE LA ASIGNATURA CON LOS RESULTADOS DE APRENDIZAJE DEL PERFIL DE EGRESO DE LA CARRERA:

Resultados de Aprendizaje que aportan al Perfil de Egreso de la Carrera: (Copiar los elaborados para cada unidad)	Nivel de Contribución: (ALTA – MEDIA – BAJA: Al logro de los Resultados de Aprendizaje del perfil de egreso de la Carrera)			Evidencias de Aprendizaje: Son los productos generados por el estudiante, que demuestran los aprendizajes alcanzados según los criterios de evaluación.
	A ALTA	B MEDIA	C BAJO	
Los resultados de aprendizaje demuestran lo que el estudiante será capaz de resolver al finalizar un proceso formativo. Su estructura es: verbo en tercera persona del presente simple en singular + objeto + condición + finalidad. Su propósito es tributar al cumplimiento de las competencias declaradas en el perfil de egreso. Students will be able to: 1. Make small talk appropriately to communicate their proper address. 2. Describe a busy schedule using past perfect tense to talk about their real situations 3. Develop your cultural awareness using the raised vocabulary to discuss their differences of opinion. 4. Discuss how culture changes over time applying prior knowledge to express their opinion about the topic.	X			SPEAKING AND LISTENING - Talk about the weather to begin a conversation with someone you don't know. - Use questions tags to encourage someone to make small talk. - Ask about how someone wants is being addressed. - Answer a Do you mind questions with absolutely not to indicate agreement. - Say that was nothing! It suggest that something even more surprising happened. - Use Wow! It shows that you are impressed. READING - Apply prior knowledge. - Conclude. - Understand from context about WRITING: - Formal e-mail etiquette.
Students will be able to: 1. To offer a solution by applying conversation strategies to suggest alternatives on How to solve a problem. 2. To discuss how long a service will take to keep their customers coming back. 3. Evaluate the quality of service by giving enough reasons to recommend a local function. 4. Plan an event in the class or community by taking into account the importance of every detail to state the plan clearly.	X			Speaking and Listening 1. Introduce limited information with I'm sorry, but 2. Show concern with is there anything wrong? and That must be awful 3. Begin a question of possibility with I wonder if 4. Use Let's see...to indicate you are checking for something 5. Confirm an appointment with I'll / We'll see you then 6. Express emphatic thanks with I really appreciate it Reading 7. Understand from context 8. Relate to personal experience 9. Draw conclusions Writing 10. Write an essay comparing two types of medical treatments.



Students will be able to use the English language and their Knowledge to : 1. Apply conversation strategies Like "I'm sorry but ..." correctly, to politely turn down request; /"no problem" to indicate acceptance of someone / "maybe you could ..." to suggest alternatives on How to solve... to offer a solution. 2. Use their knowledge and English Language appropriately to discuss to provide other options to offer an answer on services and business giving enough details about them to support the reliability, for example how long a ceremony will take/the best ways for a company to keep its customers coming back. 3. Apply their knowledge to evaluate the quality of service by giving enough reasons for choosing or recommending a local company and services as support to recommend a local functions. 4. Demonstrate ability in Planning an Event in the class or community taking account the importance of every detail in regarding the necessary activities and elements to state the plan clearly.	X		Students will be able to use the English language and their Knowledge to : 1. Apply conversation strategies Like "I'm sorry but ..." correctly, to politely turn down request; /"no problem" to indicate acceptance of someone / "maybe you could ..." to suggest alternatives on How to solve... to offer a solution. 2. Use their knowledge and English Language appropriately to discuss to provide other options to offer an answer on services and business giving enough details about them to support the reliability, for example how long a ceremony will take/the best ways for a company to keep its customers coming back. 3. Apply their knowledge to evaluate the quality of service by giving enough reasons for choosing or recommending a local company and services as support to recommend a local functions. 4. Demonstrate ability in Planning an Event in the class or community taking account the importance of every detail in regarding the necessary activities and elements to state the plan clearly.
Students will be able to: - Recommend a book by using Noun Clauses to set their ideas. - Ask about an article by using Embedded Questions to get specific information. - Describe your reading habits by using particular vocabulary to express likes. - Discuss online reading by getting information on a text to describe the positive and negative aspects of the topic.	X		Students can: Speaking and Listening: - Use "Actually" to show appreciation for someone's interest in a topic. - Soften a question with "Could you tell me?" - Indicate disappointment with "Too bad." - Use "I'm dying to..." to indicate extreme interest. - Say "Are you sure?" to confirm someone's willingness to do something. Reading: - Recognize point of view. - Understand meaning from context. Writing: - Write a summary and review of something you have read.
- Students will be able to: 1. Convey a message using indirect speech to say excuses. 2. Tell someone about the news using indirect speech (say and tell) to talk about headlines. 3. Describe natural disasters using adjectives of severity to create a news broadcasting. 4. Prepare for an emergency using indirect speech to construct a plan.	X		Students can ... 1. Can convey a message. 2. Can tell someone about the news. 3. Can describe natural disasters. 4. Can prepare for an emergency.

11. BIBLIOGRAFÍA

11.1 BIBLIOGRAFÍA FÍSICA

11.1.1 BÁSICA:

- TOP NOTCH 3 Saslow Joan Pearson



11.1.2 COMPLEMENTARIA:

Top Notch 3 Third Edition Active Teach 2015,
Joan Saslow / Allen Ascher
Pearson, Longman.

11.2 BIBLIOGRAFÍA DIGITAL

11.2.1 BÁSICA (Libros digitales desde el repositorio de la Institución)

11.2.2 COMPLEMENTARIA (Libros digitales de libre acceso)

Merriam - Webster (Digital Dictionary)

11.3 WEBGRAFÍA: (Recursos procedentes de Internet en el área de estudio de libre acceso)

Myenglishlab.com
Merriam-Webster dictionary
<https://learnenglish.britishcouncil.org/es>

12. PERFIL DEL DOCENTE:

Licenciada en Ciencias de la Educación, Especialización de: Idiomas: Inglés, Diploma Superior en Metodología para la Enseñanza del idioma Inglés, títulos conferidos por la Universidad Nacional de Chimborazo; Magister en Educación a Distancia, título conferido por la Universidad Nacional de Loja. Docente en el Centro de Idiomas de la Universidad Nacional de Chimborazo desde el 2003 hasta la presente fecha. Delegada del Centro de Idiomas de Ciencias Políticas y Administrativas.



DIRECCIÓN ACADÉMICA
VICERRECTORADO ACADÉMICO



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Versión 3: 28-10-2021

RESPONSABLE(S) DE LA ELABORACIÓN DEL SÍLABO:	Nombre: Mg. MONICA KRUPSKAYA GUERRA ALVEAR
	

LUGAR Y FECHA:	Riobamba, 20 de marzo de 2025
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REVISIÓN Y APROBACIÓN



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0e3bb8428115



WASHINGTON GEOVANNY ARMAS PESANTEZ

DIRECTOR DE CARRERA



ANEXOS

PONDERACIÓN PARA LA EVALUACIÓN DEL ESTUDIANTE POR ACTIVIDADES DE APRENDIZAJE:

COMPONENTE	ACTIVIDADES DE APRENDIZAJE	Primer Parcial %(Puntos):	Segundo Parcial %(Puntos):
Aprendizaje en contacto con el docente	Conferencias, Seminarios, Estudios de Casos, Foros, Clases en Línea, Servicios realizados en escenarios laborables. Experiencias colectivas en proyectos: sistematización de prácticas de investigación-intervención, construcción de modelos y prototipos, proyectos de problematización, resolución de problemas, entornos virtuales, entre otros. Evaluaciones orales, escritas entre otras.	35%	35%
Aprendizaje práctico-experimental	Actividades desarrolladas en escenarios experimentales o laboratorios, prácticas de campo, trabajos de observación, resolución de problemas, talleres, manejo de base de datos y acervos bibliográficos entre otros.	35%	35%
Aprendizaje autónomo	Lectura, análisis y comprensión de materiales bibliográficos y documentales tanto analógicos como digitales, generación de datos y búsqueda de información, elaboración individual de ensayos, trabajos y exposiciones.	30%	30%
PROMEDIO		100%- 10	100%- 10

La calificación de cada componente se ponderará sobre 10 puntos, debiendo realizar una regla de 3 en base al porcentaje de cada uno de ellos para obtener una calificación final sobre 10.

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Fuente: Sistema Informático de Control Académico - Uvirtual