

Reading and Writing I

General Information	Academic Information
Code: ENIN-1202	Credits: 4
Quarter: I Quarter	Theoretical hours per week: 1
Course nature: Theoretical-Practical	Practical hours per week: 2
Requisites: N/A	Independent work hours per week: 9
Corequisites: N/A	Total hours per week: 12
Modality: Quarterly, On-site	Sessions per week: 1

1. General description

The course Reading and Writing I in English I aims to help students develop basic language skills through the use of various strategies. Students will learn introductory aspects of reading and writing texts in English more efficiently by applying rules related to reading comprehension, spelling, grammar, punctuation, and the 7th edition of APA, among others. By the end of the course, students will be able to express themselves in writing through short texts and understand short texts in English.

This course is essential for future English teachers, as they will need these language skills to write their thesis in English at the end of their degree. Additionally, these are indispensable skills required to work in public or private educational institutions as English teachers.

By the end of this course, students will have learned introductory aspects related to reading and writing sentences and short texts in English more efficiently, applying rules of reading comprehension, spelling, grammar, punctuation, and the latest version of APA, among others. They will also be able to express themselves in writing through basic texts and understand short English texts that are familiar to them, using basic and everyday phrases that have been reviewed in class. Finally, students will be able to identify the main ideas of short texts using various reading

comprehension techniques, if they are provided with support and additional help to understand, applying basic spelling, punctuation, and grammar rules for writing short sentences and paragraphs. All the above is based on the B1 level of the Common European Framework of Reference.

2. Objectives

General Objective

To apply reading and writing strategies in English for the acquisition and development of language skills.

Specific objectives

1. Identify the parts of a paragraph to ensure text coherence.
2. Distinguish the main ideas of short, familiar texts with basic and everyday phrases using various reading comprehension techniques.
3. Apply spelling, punctuation, and grammar rules for paragraph writing.
4. Produce basic written texts in paragraph form that demonstrate coherence and cohesion through the use of transition words, spelling, punctuation, and grammar rules, and APA format.

3. Course content

1. APA format

- 1.1. Basic aspects of APA format for writing texts: font type, size, spacing, header or cover page, references, among others.

2. Paragraphs and their sections

- 2.1. Concept, functions, identification, and application of the topic sentence, supporting details, main and secondary details, and the conclusion.

3. Use of capitals

- 3.1. Differences in the use of capitals in Spanish and English.

4. Reading comprehension techniques: Monitoring and visualizing

- 4.1. Concept and application of both techniques and different texts.

5. Punctuation rules

5.1. Use of the period, comma, semicolon, colon, question marks, exclamation marks, quotation marks, parenthesis and hyphen.

6. Reading comprehension techniques: Active and questioning

6.1. Concept and application of both techniques in different texts

7. Transition words

7.1. Use of addition and agreement phrases, opposition and limitation, cause and condition, effect and consequence, emphasis and support, exemplification, sequence and time, and conclusion and summary.

8. Techniques of Reading comprehension: Inferring and summarizing

8.1. Concept and application of both techniques in different texts.

9. Graphic organizers

9.1. Application of outlines, concept maps, networks, and flowcharts for paragraph writing.

10. Writing process

10.1. Concept and application of the five steps of the writing process: prewriting, drafting, revising, editing, and publishing.

11. Reading techniques: Scanning

11.1. Concept and application of the technique in different texts.

4. Teaching methodology

To achieve the objectives outlined in the program, the teacher acts as a mediator, explaining the various topics and presenting diverse practical activities for the students' reading and writing. The students are responsible for completing these activities to promote the development of macro skills. Practical exercises are an essential part of each class. Among the teaching techniques used in the course, the

following stand out: instructional talks, reading of newspaper and magazine articles, short stories, writing paragraphs on everyday topics, and others. All reading and writing texts, as well as the theory covered in class, will be in English.

5. Learning strategy

For optimal course utilization, students are recommended to study and apply the following learning strategies: take notes and record data during class, complete the assigned readings before class, and finish all exercises requested by the teacher.

Additionally, students should complete various writing tasks and reading comprehension exercises both inside and outside the classroom, applying the theory previously discussed. These should be compiled into a digital magazine that meets the requirements established by the course instructor. Along with this, students should study in advance for the three short quizzes and three exams throughout the semester.

For the bibliographic review project, students must choose a topic related to the teaching of English based on their respective programs: Bilingual Preschool, Teaching English for Levels I and II, or Teaching English. This topic must be approved by the teacher beforehand. After receiving approval, students must search in CENIT for 5 sources related to their chosen topic. Furthermore, students should write a report summarizing and citing the 5 sources following APA format. Finally, they will develop an oral presentation in which they present and synthesize the sources found.

6. Didactic resources

This course is supported by teaching resources such as:

- Multimedia classroom equipment for projection on the board.
- Internet access for the exchange and storage of practice documents and study readings.
- Textbook and recommended reference bibliography.

7. Evaluation

Evaluation criteria	Percentage
Partial Assessment I: (Session 6)	15%
Partial Assessment I: II (Session 11)	15%
Final Assessment: (Session 14)	20%
Short Quizzes (Session 4, Session 9, Session 13)	10%
Reading Comprehension (infographics, graphic organizers)	15%
Portfolio (paragraphs)	10%
Bibliographic Review Project	15%
Total	100%

8. Bibliography

Textbooks

Nation, I. (2008). Teaching ESL/EFL Reading and Writing. Taylor & Francis Group.
<http://elibro.net.uh.remotexs.xyz/es/lc/bibliouh/titulos/147544>

Wilcox, P. (2003). Developing Writing: writing skills practice book for EFL: beginning/intermediate level. Office of English Language Programs.

Reference books

Bearne, E. (2003). Making Progress in Writing. Taylor & Francis Group.
<http://elibro.net.uh.remotexs.xyz/es/lc/bibliouh/titulos/149619>

Cook, V. J. (2014). The English Writing System. Taylor & Francis Group.
<http://elibro.net.uh.remotexs.xyz/es/lc/bibliouh/titulos/157165>

Reference texts

Davies, C., Knuiman, M., & Rosenberg, M. (2016). The art of being mentally healthy: a study to quantify the relationship between recreational arts engagement and mental well-being in the general population. *BMC Public Health*, 16, 15. <https://doi.org/10.1186/s12889-015-2672-7>

9. General Guidelines

All academic rules established in the regulations of Universidad Hispanoamericana must be respected.

10. Chronogram

Week	Content	Teaching-learning activities
1	<p>Course Syllabus</p> <p>Topic 1. APA Format</p> <p>1.1 Basic aspects of APA format for writing texts: font type, size, line spacing, header or cover page, references, among others.</p>	<p>Presentation and review of the course syllabus, its objectives, content, and evaluation criteria.</p> <p>Teacher's presentation of the content exposition and methodology.</p> <p>Written practice on APA format.</p> <p>In-class writing.</p>
2	<p>Topic 2. The Paragraph and Its Parts</p> <p>2.1. Concept, functions, identification, and application of the topic sentence, supporting details, main and secondary details, and the conclusion.</p>	<p>Teacher's presentation of the content exposition and methodology.</p> <p>Resolution of practical exercises by the student with teacher assistance.</p> <p>In-class writing.</p>
3	<p>Topic 3. Use of Capital Letters</p> <p>3.1. Differences in the use of capital letters in Spanish and English.</p>	<p>Teacher's presentation of the content exposition and methodology.</p> <p>Data and concept recording by the student.</p>

Week	Content	Teaching-learning activities
		<p>Resolution of practical exercises by the student with teacher assistance.</p> <p>In-class writing.</p>
4	<p>Topic 4. Reading Comprehension Techniques: Monitoring and Visualizing</p> <p>4.1. Concept and application of both techniques in different texts.</p>	<p>Teacher's presentation of the content exposition and methodology.</p> <p>Data and concept recording by the student.</p> <p>Resolution of practical exercises by the student with teacher assistance.</p> <p>In class writing</p> <p>Short quiz #1</p>
5	<p>5.1. Use of the period, comma, semicolon, colon, question marks and exclamation marks, quotation marks, parentheses, and hyphen.</p>	<p>Teacher's presentation of the content exposition and methodology.</p> <p>Data and concept recording by the student.</p> <p>Resolution of practical exercises by the student with teacher assistance.</p> <p>Practice for Partial Assessment I</p>
6	Partial assessment I	
7	<p>Topic 6. Reading Comprehension Techniques: Activating and Questioning</p> <p>6.1. Concept and application of both techniques in different texts.</p>	<p>Teacher's presentation of the content exposition and methodology.</p> <p>Data and concept recording by the student.</p> <p>Resolution of practical exercises by the student with teacher assistance.</p>
8	<p>Topic 7. Transition Words</p> <p>7.1. Use of addition and agreement phrases, opposition and limitation, cause and condition, effect and</p>	<p>Teacher's presentation of the content exposition and methodology.</p> <p>Data and concept recording by the student.</p>

Week	Content	Teaching-learning activities
	consequence, emphasis and support, exemplification, sequence and time, and conclusion and summary.	Resolution of practical exercises by the student with teacher assistance. In class writing Delivery of advance in literature review project
9	Topic 8. Reading Comprehension Techniques: Inferring and Summarizing 8.1. Concept and application of both techniques in different texts.	Teacher's presentation of the content exposition and methodology. Data and concept recording by the student. Resolution of practical exercises by the student with teacher assistance. Short Quiz #2.
10	Topic 9. Graphic Organizers 9.1. Application of outlines, concept maps, networks, and flow diagrams for paragraph writing.	Teacher's presentation of the content exposition and methodology. Data and concept recording by the student. Resolution of practical exercises by the student with teacher assistance. In-class writing. Partial assessment II practice.
11	Partial assessment II	
12	Topic 10. The Writing Process 10.1. Concept and application of the five steps of the writing process:	Teacher's presentation of the content exposition and methodology.

Week	Content	Teaching-learning activities
	prewriting, drafting, revising, editing, and publishing.	Data and concept recording by the student. Resolution of practical exercises by the student with teacher assistance. In class writing
13	Topic 11. Reading Techniques: Scanning 11.1. Concept and application of this technique in different texts.	Teacher's presentation of the content exposition and methodology. Data and concept recording by the student. Resolution of practical exercises by the student with teacher assistance. Exam practice. Short Quiz #3.
14	Final assessment	
15	Bibliographic Review Project	

11. Rubrics of evaluation

Bibliographic Review Project 20%

Rubric of Evaluation: Written paper				
Criteria	100%	75%	50%	25%
Document Structure (2%)	Complete structural elements according to the	Incomplete structural elements according to the	Incomplete structural elements.	Use of a different report structure format.

	indicated report model: title page, introduction, summary of the sources, conclusions, and APA references.	indicated report model.		
Content (4%)	The report presents the five requested sources and summarizes them.	The report presents four out of the five requested sources and summarizes them.	The report presents three out of the five requested sources and summarizes them.	The report presents two out of the five requested sources and summarizes them.
Topic (4%)	Total coherence between the researched topic and the development of the report.	There is a relationship between the researched topic and the development of the report.	There is a regular connection between the researched topic and the development of the report.	There is little connection between the researched topic and the development of the report.
Spelling and Writing (4%)	There are no spelling errors, and the writing is excellent. APA format is used for citations and references.	It has 1 to 3 spelling errors and some writing issues.	It has between 4 and 10 spelling errors and writing issues that affect clarity.	It has more than 10 spelling errors, and the writing is very poor.
Conclusions and/or Recommendations (2%)	Presents relevant conclusions and excellent recommendations.	Presents appropriate conclusions and basic recommendations.	Presents conclusions and recommendations.	Inadequate conclusions and unclear or nonexistent recommendations.
Rubric of Evaluation: Oral presentation				
Criteria	100%	75%	50%	25%
Resources (2%)	Appropriate use of resources (multimedia or other types of	Appropriate use of resources (multimedia or other materials)	Limited use of resources (multimedia or other materials)	No use of support materials during the presentation

	materials) to clearly and relevantly illustrate the presentation content	to illustrate the presentation content	to illustrate the presentation content	
Presentation (2%)	Oral and body expression that demonstrates mastery of the topic through the use of technical language and confident stage presence	Oral expression that demonstrates mastery of the topic	Oral expression that demonstrates a fair command of the topic	Oral and body expression is informal and lacks appropriate technical language
Percentage gotten: : _____				

Portfolio Evaluation Rubric

Total Points: 20
Percentage: 20%

Final Grade: _____

Student: _____

Instructions:

Criteria/ points	4	3	2	1	Puntaje
Cover Page	Includes all the elements following APA format.	One or more elements are missing in the cover page presentation.	Two elements are missing in the cover page presentation.	Three or more elements are missing on the cover page and do not follow the APA format.	
Objectives	The portfolio's objective is consistent with the contents required by the teacher. The introduction reflects the learning achieved and explains the reason for the structure of the evidence.	The portfolio's objective partially reflects the contents studied.	The portfolio's objective is not aligned with the studied content or lessons.	The portfolio lacks a specific objective stated in the introduction.	
Introduction	Includes all the required evidence, which clearly demonstrates progress in the requested content.	Includes most of the required evidence. Not all of it clearly demonstrates progress in the requested content.	Includes some of the requested evidence, but it does not demonstrate progress in the content.	Includes only one or none of the requested pieces of evidence and does not demonstrate progress in the content.	
Content	All contents are correctly presented.	Some of the contents lack proper presentation elements.	Two of the contents are not properly presented.	Three or more of the contents are not presented correctly.	

Evidence	The portfolio is free of spelling errors.	There are up to three spelling errors.	There are four to six spelling errors.	There are seven or more spelling errors.	
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