

Integrated English III

General Information	Academic Information
Course Code: ENIN-3107	Credits: 7
Academic Term: III Quarter	Theoretical Hours per Week: 2
Course Nature: Theoretical-Practical	Practical Hours per Week: 4
Prerequisites: ENIN-2104	Independent Work Hours per Week: 15
Corequisites: N/A	Total Hours per Week: 21
Modality: Quarterly, On-site	Sessions per Week: 2

1. General Description

This course aims to develop students' oral and written communication skills in English at an intermediate level, providing them with a solid foundation to continue their academic journey effectively. Through the integration of the four language skills—listening, writing, reading, and speaking—alongside key areas such as grammar, vocabulary, and pronunciation, and the discussion of relevant and contemporary topics, students will be able to express themselves fluently both orally and in writing.

By the end of the course, students will be able to comprehend the main ideas of radio or television programs dealing with current affairs or personal interest topics, provided the delivery is clear. They will be able to link phrases in a simple manner to describe experiences, events, goals, hopes, and ambitions, and narrate stories related to personal experiences or literary and cinematic works, particularly when the plot involves reactions to such experiences, events, dreams, and aspirations. Additionally, they will be able to handle most situations likely to arise while traveling in regions where English is spoken, and engage in conversations on familiar, personal, or everyday topics without prior preparation, in accordance with the B1 level of the Common European Framework of Reference for Languages (CEFR).

2. Objectives

General Objective

To develop intermediate-level English language skills through reading, writing, and the analysis of various topics relevant to both national and international contexts.

Specific Objectives

1. Demonstrate comprehension of different types of audio recordings, ranging from basic conversations to expert presentations.
2. Express ideas fluently and coherently in response to various classroom discussion topics.
3. Read texts related to course themes and analyze the ideas presented.
4. Participate in a variety of oral activities that foster the expression of personal viewpoints and opinions.
5. Apply grammar and vocabulary studied in class activities.

3. Course Content

1. Where We Live

- 1.1. Describe in detail reasons for moving
- 1.2. Discuss ideas for improving communities
- 1.3. Describe living spaces based on television programs

2. The Mind's Eye

- 2.1. Describe an emotional experience
- 2.2. Discuss mental influences
- 2.3. Talk about strategies to improve memory

3. Our Changing Planet

- 3.1. Discuss climate change: causes and effects
- 3.2. Describe animal population behaviors
- 3.3. Narrate the effects of climate change in the style of a radio program
- 3.4. Summarize key ideas

4. A Good Life

- 4.1. Discuss things we value: people and situations
- 4.2. Describe good financial habits
- 4.3. Narrate characteristics of ideal jobs

5. Survival

- 5.1. Describe hypothetical situations (modal verbs)
- 5.2. Discuss species survival
- 5.3. Describe rescue experiences based on television programs
- 5.4. Offer advice and recommendations for difficult situations

6. Art Matters

- 6.1. Report opinions on art expressed by others
- 6.2. Express opinions about public art
- 6.3. Describe various forms of art
- 6.4. Produce a biographical profile

7. Means of Transportation

- 7.1. Compare different methods of transportation
- 7.2. Discuss transportation options
- 7.3. Describe innovative transportation alternatives

8. Sports Competitions

- 8.1. Discuss the practice of various sports
- 8.2. Narrate the skills required for a particular sport
- 8.3. Compare and contrast two topics

9. Dangerous Situations

- 9.1. Describe personal fears
- 9.2. Narrate stories about dangerous occupations
- 9.3. Discuss common injuries
- 9.4. Give clear instructions

10. Mysteries

- 10.1. Narrate a mysterious situation
- 10.2. Discuss reasons for studying the past
- 10.3. Describe mysteries based on radio or television programs
- 10.4. Talk about theories versus truth

11. Learning and Technology

- 11.1. Discuss technology and learning
- 11.2. Describe educational options

11.3. Narrate the importance of play in learning

12. Innovation

12.1. Make predictions about the future

12.2. Describe inventions and their creators

12.3. Discuss good habits

12.4. Talk about goals and outcomes

4. Teaching Methodology

An integrated methodology will be employed to support language acquisition. Instructors act as facilitators and guides, setting expectations and accompanying students throughout the learning process. As such, students are expected to take an active and continuous role in class participation. Learners will be exposed to the language through authentic written and oral materials and will complete tasks simulating real-life situations. The textbook serves as a supplementary resource, allowing students to focus on areas of difficulty through listening, writing, and grammar exercises. Activities will be carried out individually, in pairs, and in groups. Ongoing formative assessment will help both students and instructors identify areas for improvement in a timely manner.

5. Learning Strategy

Throughout the course, students will engage in listening, reading, writing, and speaking activities designed to improve fluency in the target language. Participation in these activities is mandatory. To enhance language acquisition, students are encouraged to practice English outside the classroom by interacting with peers and regularly consuming English-language media. Additionally, students will take part in graded class activities such as role-plays, group work, conversations, and debates.

6. Didactic Resources

This course will be supported by the following teaching resources:

- Classroom multimedia equipment for projection

- Internet access for document sharing and study materials
- Educational software applications for language practice
- Textbook and recommended reference bibliography
- Online platform associated with the course textbook

7. Evaluation

Evaluation Criteria	Percentage
Midterm I – Speaking & Listening (Session 6)	15%
Midterm II – Speaking & Listening (Session 11)	15%
Final Assessment – Speaking & Listening (Session 15)	15%
Oral Presentations (4 total)	20%
Portfolio	5%
ED (15% in-class work & 15% online platform activities)	30%

8. Bibliography

Textbooks

Douglas, E. & Girimonti S. S. J. (2019). C1 Training up your skills. Extensive English skills practice. Editorial Tébar Flores. <https://elibro-net-uh.knimbus.com/es/lc/bibliouh/titulos/125009>

Sánchez Suárez, M. E. & Arroyo Vázquez, M. L. (2018). Expanding Your English and Creative Skills Through Art and the Humanities.. UNED - Universidad Nacional de Educación a Distancia. <https://elibro-net-uh.knimbus.com/es/lc/bibliouh/titulos/48935>

Gomez, J.(2017). A Model for the Strategic Use of Metacognitive Reading Comprehension Strategies. 19(2), 187-201. <http://dx.doi.org/10.15446/profile.v19n2.58826>.

Reference Books

Hung-Chang, L; Ya- Huei, W. (2018). Using Comprehension Strategies for Students' Self-Efficacy, Anxiety, and Proficiency in Reading English as a

Foreign Language. 46(3), 447–458, <https://doi.org/10.2224/sbp.6648>

Kellogg et al. (2004). Higher Lessons in English: A work on English grammar and composition. <https://www.gutenberg.org/ebooks/7188>

Parrott, M. (2000). *Grammar for English Language Teachers*. Cambridge University Press.

Richards, O. (2019). *Short Stories in English for Intermediate Learners*. Teach Yourself.

9. General Guidelines

All academic regulations established by the policies of Universidad Hispanoamericana must be observed and respected.

10. Course Schedule

Week	Content	Teaching–Learning Activities
1	<p>1. Where We Live</p> <p>1.1. Describe in detail reasons for moving</p> <p>1.2. Discuss ideas for improving communities</p> <p>1.3. Describe living spaces based on television programs</p>	<p>Presentation and review of the course syllabus, its objectives, contents, and evaluation criteria</p> <p>Diagnosis of prior knowledge related to the course content</p> <p>Instructor’s thematic orientation presentation</p>
2	<p>2. The Mind’s Eye</p> <p>2.1. Describe an emotional experience</p> <p>2.2. Discuss mental influences</p>	<p>Topic presentation</p> <p>Reading related to the topic</p> <p>Pair conversations</p> <p>Writing exercises</p>

Week	Content	Teaching–Learning Activities
	2.3. Talk about strategies to improve memory	
3	3. Our Changing Planet 3.1. Discuss climate change: causes and effects 3.2. Describe animal population behaviors 3.3. Narrate the effects of climate change in the style of a radio program 3.4. Summarize key ideas	Topic presentation Reading related to the topic Pair conversations Writing exercises Oral Presentation #1
4	4. A Good Life 4.1. Discuss things we value: people and situations 4.2. Describe good financial habits 4.3. Narrate characteristics of ideal jobs	Topic presentation Reading related to the topic Pair conversations Writing exercises Reading
5	5. Survival 5.1. Describe hypothetical situations (modal verbs) 5.2. Discuss species survival	Topic presentation Reading related to the topic Pair conversations Writing exercises Review

Week	Content	Teaching–Learning Activities
	5.3. Describe rescue experiences based on television programs 5.4. Offer advice and recommendations for difficult situations	
6	Oral assessment I Listening assessment I	
7	6. Art Matters 6.1. Report opinions on art expressed by others 6.2. Express opinions about public art 6.3. Describe various forms of art 6.4. Produce a biographical profile	Topic presentation Reading related to the topic Pair conversations Writing exercises Oral Presentation #2
8	7. Means of Transportation 7.1. Compare different methods of transportation 7.2. Discuss transportation options 7.3. Describe innovative transportation alternatives	Topic presentation Reading related to the topic Pair conversations Writing exercises
9	8. Sports Competitions	Topic presentation Reading related to the topic

Week	Content	Teaching–Learning Activities
	8.1. Discuss the practice of various sports 8.2. Narrate the skills required for a particular sport 8.3. Compare and contrast two topics	Pair conversations Writing exercises
10	Oral assessment II Listening assessment II	
11	9. Dangerous Situations 9.1. Describe personal fears 9.2. Narrate stories about dangerous occupations 9.3. Discuss common injuries 9.4. Give clear instructions	Topic presentation Reading related to the topic Pair conversations Writing exercises Oral Presentation #3
12	10. Mysteries 10.1. Narrate a mysterious situation 10.2. Discuss reasons for studying the past 10.3. Describe mysteries based on radio or television programs 10.4. Talk about theories versus truth	Topic presentation Reading related to the topic Pair conversations Writing exercises
13	11. Learning and Technology	Topic presentation Reading related to the topic

Week	Content	Teaching–Learning Activities
	11.1. Discuss technology and learning 11.2. Describe educational options 11.3. Narrate the importance of play in learning	Pair conversations Writing exercises Oral Presentation #4
14	12. Innovation 12.1. Make predictions about the future 12.2. Describe inventions and their creators 12.3. Discuss good habits 12.4. Talk about goals and outcomes	Topic presentation Reading related to the topic Pair conversations Writing exercises Review
15	Final oral assessment I Final listening assessment I	

11. Rubrics

These are the rubrics for the assessments

- a. Oral Presentation (20%)

Oral Presentation Rubric

Category	4	3	2	1
Originality	Maintains the audience's	Maintains the audience's	The presenter was	The presenter was

Category	4	3	2	1
	interest in an innovative way and successfully achieves the presentation's purpose.	attention and achieves the purpose of the presentation.	enthusiastic most of the time and kept the audience's attention for the most part. Achieves the purpose in a basic way.	unenthusiastic, the audience showed disinterest, and the purpose was not achieved.
Structure	The introduction and presentation were exceptionally organized and easy to understand.	The presenter gave a clear and concise introduction. The presentation was clear, concise, and easy to follow.	The presenter gave a clear introduction of the topic, but the presentation lacked clarity. Most of the presentation was hard to follow.	The introduction was neither clear nor concise. The presentation was unclear and confusing in terms of idea order.
Language Use (Grammar)	Uses the best and most appropriate grammatical structures to convey the message. If errors occur,	Uses correct structures according to the topic and purpose. The student self-corrects most of the time.	Uses correct structures about half the time according to the topic and objective. The student does not self-correct	Uses incorrect or inappropriate structures for the nature of the presentation. Errors interfere

Category	4	3	2	1
	the student self-corrects immediately.		when making mistakes.	with the message.
Vocabulary	Uses the best vocabulary as requested. Defines words that might be unfamiliar to the audience.	Uses appropriate vocabulary for the audience. May include unfamiliar vocabulary but does not define it.	Uses appropriate vocabulary for the audience but avoids specialized terms and tends to use very basic language.	Uses inappropriate vocabulary for the nature of the presentation or for the audience.
Pronunciation & Enunciation	Speaks clearly and understandably 100–95% of the time. No pronunciation errors.	Speaks clearly and understandably 100–95% of the time, but makes 1–5 pronunciation errors.	Speaks clearly and understandably 94–85% of the time. Makes 6–10 pronunciation errors.	Frequently mumbles or mispronounces key vocabulary of the presentation.
Performance	Student is very well-prepared and presents ideas clearly and concisely without relying on notes. Volume and	Student is well-prepared and maintains eye contact with the audience most of the time. Appropriate volume, tone,	Student is moderately prepared. Presents ideas with heavy dependence on notes. Limited eye contact,	Student is clearly unprepared. Lacks eye contact, speaks with low volume and tone. Uses inappropriate

Category	4	3	2	1
	body language greatly support the presentation.	and body language support the ideas.	good volume and tone, but weak body language.	verbal and non-verbal language.

b.Portfolio (5%)

Portfolio Rubric

Total points: 20

Percentage: 10

Final Score

Student:

Instructions:

Criterion / Score	4	3	2	1	Score
Cover Page	Includes all elements following APA format.	One element is missing from the cover page.	Two elements are missing from the cover page.	Three or more elements are missing and it does not follow APA format.	
Introduction	The portfolio's objective aligns with the contents requested by the instructor. The introduction reflects the learning achieved and explains the reasoning behind the structure of the evidence.	The portfolio's objective partially reflects the content studied.	The objective does not align with the contents or lessons studied.	The portfolio lacks a clearly stated objective in the introduction.	

Criterion / Score	4	3	2	1	Score
Evidence	Includes all required evidence, clearly demonstrating progress in the requested content.	Includes most of the required evidence. Not all of it clearly demonstrates progress.	Includes some of the required evidence, but does not show clear progress in the content.	Includes only one or none of the required pieces of evidence and does not show progress.	
Organization	All content is correctly presented.	Some content lacks proper presentation elements.	Two pieces of content are not correctly presented.	Three or more pieces of content are not properly presented.	
Spelling	The portfolio is free of spelling errors.	Up to three spelling errors.	Between four and six spelling errors.	Seven or more spelling errors.	

c. Written Projects Rubric

Student: _____

Rubric

ASPECTS	4	3	2	1
FORMAL ASPECTS	Submitted on time; meets the minimum length requirement; includes cover page, table of contents, and structure.	Submitted on time; meets almost all requirements for length, cover page, table of contents, and structure.	Submitted on time; meets some requirements for length, cover page, table of contents, and structure.	Not submitted on time or does not meet the requirements for length, cover page, table of contents, and structure.
CONTENT	All content is well organized and aligned with the assigned topic.	Most content is well organized and aligned with the assigned topic.	Some content is well organized and aligned with the assigned topic.	Content is poorly organized and not aligned with the assigned topic.
EXPRESSION & SPELLING	Written correctly, following all spelling and grammar rules.	Well written, with few spelling and grammar mistakes.	Writing is not fully correct, but mostly follows spelling and grammar rules.	Writing is incorrect and does not follow spelling and grammar rules.
PERSONAL CONTRIBUTION	Includes conclusions and creative, original contributions that add a personal touch to the work.	Includes creative, original contributions that add a personal touch to the work.	Includes conclusions, but lacks creative and original contributions.	Does not include conclusions or creative, original contributions that add a personal touch to the work.

Taken from <https://cedec.intef.es/rubrica/rubrica-para-trabajo-escrito/>