	PROCESO DE DOCENCIA		
	DISEÑO DE CURSO DE PROGRAMAS PRESENCIALES		
	Código: FO-DOC-81	Versión: 03	Fecha de aprobación: 19/07/2022

1. IDENTIFICACIÓN DEL CURSO

Programa Académico: Licenciatura en Español e Inglés	Acuerdo Académico que define el Plan de estudios: N°013 de marzo 21 de 2024		
Facultad: Ciencias Humanas y de la Educación	Unidad Académica a la cual está adscrito el programa: Escuela de Pedagogía y Bellas Artes		
Escuela o departamento que presta Docencia: ESCUELA DE PEDAGOGÍA Y BELLAS ARTES			
Denominación del Curso		Código Institucional	
Reading and writing in second language III		4121305	
Créditos Académicos del Curso	Área	Tipo	Relación del Crédito Académico
3	FORMACIÓN PROFESIONAL	P	2:1

2. DISTRIBUCIÓN DE TIEMPO DE DEDICACIÓN AL CURSO

Horas de trabajo con acompañamiento directo (HD)= HT+HP				Horas de trabajo independiente (HI)		Horas de Tutoría T	
Horas dedicadas al componente teórico HT		Horas de dedicación al componente práctico HP (*)					
Semana	Semestre	Semana	Semestre	Semana	Semestre	Semana	Semestre
		6	96	3	48	0.5	8
Total de horas semana		6		3		0.5	


(*) HP: Solamente aplica para cursos teórico-prácticos y prácticos

Nota: Apreciado estudiante favor tener en cuenta el artículo 58 del Acuerdo Superior 020 de 2021 en relación a la asistencia de los estudiantes a las actividades con acompañamiento directo.

3. DESCRIPCIÓN DEL DISEÑO DE CURSO

3.1. Justificación

The Reading and Writing in Second Language course contributes significantly to the undergraduate students' training since it offers the opportunity to enhance reading and writing skills from a communicative perspective involving the complete lexical components of language for this level. The statements

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mentioned above constitute a necessary foundation that will allow the future teacher or professor to perform competently in his/her teaching practice according to the learners' needs and requirements in the local context.

3.2. Objetivo(s)

- a. To examine aspects of grammar categories and functions by means of reading and writing practice
- b. To carry out communicative activities order to enhance students' reading and writing skills.
- c. To practice from a communicative perspective involving reading and writing skills

3.3. Competencias y unidades temáticas o problemas de conocimiento

Competencias Generales			
El Comité de Programa en consenso con la Escuela, el Departamento o Instituto que presta el servicio de docencia, tomando como referentes la justificación y los objetivos del curso, plantean las Competencias, las Unidades y los Resultados de Aprendizaje que el curso ofrece a los estudiantes, teniendo en cuenta que estos deben contribuir al logro de los Resultados de Aprendizaje Generales propuestos para el Programa.			
Dimensiones de la Competencia de lectura y escritura			
Cognitiva (Saber)	Praxiológica (Saber hacer)	Actitudinal (Ser)	Comunicativa (Interactuar)
To know the grammar, vocabulary, and text types needed for communication, including modals, conditionals, passive voice, and thematic vocabulary for describing people, places, and events, as well as recognizing genres like reviews, blogs, and brochures.	To apply language knowledge in practical tasks such as reading authentic materials, writing descriptive texts, creating brochures, designing timelines, and engaging in role-plays, interviews, and debates, while also developing listening comprehension through varied audio sources.	To develop positive attitudes and values like curiosity, cultural respect, empathy, and responsibility by comparing traditions, reflecting on rules, and creating original written or visual content that fosters cultural awareness and creativity.	To interact effectively through reading and writing by participating in debates, collaborating on projects, sharing personal experiences, and using both face-to-face and digital platforms to exchange ideas, negotiate meaning, and adapt language to different audiences.

3.4. Resultados de Aprendizaje Esperados en relación al curso

3.4.1. Resultados de Aprendizaje (Documento de Lineamientos para la formulación y evaluación de Resultados de Aprendizaje aprobado por el Consejo Académico el 07 diciembre de 2020)	
Código	Resultados de Aprendizaje a nivel Macro del programa (RG)
RG1	Desarrolla espacios educativos con conocimientos culturales, actitudes y habilidades que contribuyen al respeto, la comprensión y la solidaridad entre individuos, grupos étnicos, sociales, culturales, religiosos, y naciones.
RG3	Domina habilidades comunicativas apropiadas para tareas complejas de trabajo y estudio, como usuario competente en nivel C1 en español e inglés según el Marco Común Europeo para las lenguas.

Código	Resultados de Aprendizaje a nivel Meso del programa (RM)
RC2	Respetar los puntos de vista de otros en la interacción social.
RC10	Analiza diferentes tipos de texto en español e inglés, en diferentes áreas del conocimiento.
RC11	Construye textos claros y coherentes en los que contrasta diferentes puntos de vista en lengua materna y extranjera
RC12	Escribe, en español e inglés, exposiciones detalladas de temas complejos.
Código	Resultados de Aprendizaje a nivel Micro del curso (RA)*
RA1	Writes personal letters describing experiences and impressions
RA2	Understands the description of events, feelings and wishes in personal letters
RA3	Reads factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.

* En los cursos teóricos y teórico-prácticos se explicitan los resultados de aprendizaje de las prácticas

3.5. Metodología general de desarrollo del curso

El Comité de Programa recomienda la metodología y estrategias generales apropiadas para el Curso según el tipo, área y contenidos.

4. RELACIÓN RESULTADOS DE APRENDIZAJE - CONTENIDOS

UNIDAD TEMÁTICA	CONTENIDO TEMÁTICO	CÓDIGO. RA MICRO
My school days	The lesson combines past–present school comparisons, reading, writing, speaking, and grammar practice. Students discuss school life on Padlet, read “My School Days,” debate school uniforms, and practice modals and participle adjectives through advice-giving activities, an interview-dressing article, and short writing tasks.	RA1
Holiday and experiences	This unit blends travel-themed reading, writing, speaking, and grammar. Students create personal timelines, read and write travel blogs and reviews, design brochures with relative clauses, and role-play at a travel agency using the First Conditional. Activities include reading destination brochures, completing a grammar quiz, and ending with a <i>The Call of the Wild</i> quiz.	RA2
A healthy life	This unit combines health and food topics through reading, writing, speaking, and grammar practice. Students explore healthy habits, share personal experiences, create recipes or reviews, and engage in role plays as doctors, patients, and restaurant customers. Activities include quizzes, food-themed games, and readings from blogs and reviews, ending with an Adjective/Adverb Bingo.	RA2
The weather	This unit blends weather and home topics through reading, writing, speaking, and listening. Students share weather-related experiences, create timelines, and write about weather’s impact on their plans. They expand vocabulary on furniture, appliances, and weather, practice description through home ads, and complete activities like polls, games, and a house tour video, ending with Part 1 of a book quiz.	RA1

Describing people	This unit covers family descriptions and personal abilities through reading, listening, speaking, and grammar practice. Students describe their own and celebrities' families, explore family traditions worldwide, discuss their skills, and interview classmates about abilities they have or haven't achieved.	RA3
Rules and crime	This unit combines rules, permissions, and crime topics. Students compare past and present rules, explore global permissions, and practice crime-related vocabulary through readings, writing tasks, and role-plays, culminating in a detective trial activity.	RA3
Books and movies	This unit blends books, movies, and passive voice practice. Students engage with readings, trivia, and interviews, create book blurbs and movie reviews, and transform active to passive sentences, concluding with Part 2 of the book quiz.	RA3
My favorite movie/book/tv series	This unit covers entertainment and reported speech through interviews, role-plays, media reviews, personal presentations, and cultural comparison writing on popular trends in different countries.	RA3

5. MEDIOS EDUCATIVOS

El comité de programa sugiere una bibliografía general teniendo en cuenta colecciones y Bases de Datos disponibles, así como los diferentes medios educativos que serán apoyo para el curso. Incluir referencias en inglés, con el fin de motivar y fortalecer el dominio de una segunda lengua.

Akhondi, M., Malayeri, F. A., & Samad, A. A. (2011). How to Teach Expository Text Structure to Facilitate Reading Comprehension. *Reading Teacher*, 64(5), 368–372. <https://doi-org.crai-ustadigital.usantotomas.edu.co/10.1598/RT.64.5.9>

Bórtoli, P. (2024). ¿Qué estrategias de enseñanza de lectura y escritura despliegan docentes en el primer año de la educación superior en Argentina?: el caso del Instituto Superior "Pbro. Manuel Alberti." *Lenguaje y Textos*, 58, 113–128. <https://doi-org.crai-ustadigital.usantotomas.edu.co/10.4995/lyt.2024.19755>

Carmen Galindo Pijal, M. del, Andrea Carolina, E. I., Rodríguez Revelo, E., & Cuenca Ramírez, S. D. (2024). Estrategias didácticas para mejorar la comprensión lectora en los estudiantes de quinto año de educación general básica. *Sinergia Académica*, 7, 79–110.

Carreño, G. P. G., & Salmon, L. del R. L. (2024). Storytelling Como Estrategia Didáctica en La Comprensión Lectora Del Nivel Elemental. *Revista Científica Arbitrada Multidisciplinaria PENTACIENCIAS*, 6, 153–174. <https://doi-org.crai-ustadigital.usantotomas.edu.co/10.59169/pentaciencias.v6i2.1034>

Datchuk, S. M., Zimmermann, L. M., Wagner, K., & Poch, A. L. (2024). Five Steps to Teach Simple Sentence Writing to Students With Learning Disabilities. *Teaching Exceptional Children*, 56(5), 346–355.

Ellery, V. (2010). How Do We Teach Reading as a Strategic, Decision-Making Process? *Reading Teacher*, 63(5), 434–436. <https://doi-org.crai-ustadigital.usantotomas.edu.co/10.1598/RT.63.5.10>

Jesson, R., & Aitken, J. (2022). Aligned with the sciences: How does Reading Recovery teach phonics? *Literacy Forum*, 37(3), 26–35.

Lim, F. V., & Weimin Toh. (2020). How to teach digital reading? *Journal of Information Literacy*, 14(2), 24–43. <https://doi-org.crai-ustadigital.usantotomas.edu.co/10.11645/14.2.2701>

Miller, S. (2001). How I Teach Writing: How to Teach Writing? To Teach Writing? *Pedagogy*, 1(3), 479

Ogden, J. (2020) 'How I Learned to TEACH READING', *Educational Leadership*, 77(5), pp. 28–30. Available at: <https://research-ebSCO-com.crai-ustadigital.usantotomas.edu.co/linkprocessor/plink?id=a35535f7-d9ce-3aab-90d2-335be9cceff> (Accessed: 12 August 2024).

Smith, M. (2009). Learning How to Teach Reading: A Tale of Two Beginners and the Factors That Contributed to Their Vastly Different Teaching Perspectives. *Reading Improvement*, 46(4), 247–262.

Tovstohan, V., Dragan-Ivanets, N., Khurtenko, O., Shvets, T., Tverezovska, N., & Popovych, A. (2022). Today's Approach to the Problem of Forming Communicative Competence of the Individual. *Romanian Journal for Multidimensional Education / Revista Românească Pentru Educație Multidimensională*, 14(3), 541–555.

Tribble, C. (2005). The English Writing System/How to Teach Writing/Second Language Writing. *ELT Journal: English Language Teaching Journal*, 59(4), 342–347.

Wright, Z. F. (2018). Creating a Mindset for Writing: How do we teach our least confident students to write? Convince them that they can--and give them a map. *Educational Leadership*, 75(7), 74–77.

6. CRITERIOS GENERALES PARA EL DESARROLLO DEL CURSO

Monitoring some tasks such as: Oral presentations, e-Portfolio (defined in condition 4th) Written exam, Multiple choice exam, Assignments, Essays, Problem solving, Case studies, External internships, Reports, Direct observation, Projects, Rubrics, Preparation of infographics, Lab reports. Llanos&Hoyos Condición 3 LEEI, 2022).

In addition to audiovisual and textual media; Autonomous work will be encouraged, with the use of Information and Communication Technologies (ICT), Moodle platform, SIAU, Unillanos Virtual, institutional email, and library digital databases from de los Llanos University.

7. CRITERIOS DE EVALUACIÓN

Permanent oral and written tests, formative and summative evaluations throughout the course in the following way: 3 training tests, 3 quizzes and workshops. It's important to clarify that oral presentations and evaluations are carried out frequently throughout the course according to Superior Agreement 020 2021 and Resolución de Facultad 061 from August 14th 2024.

Terms

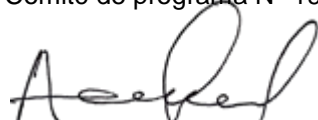
Term1 30 %
Term2 30 %
Term3 40 %

8. PERFIL DEL DOCENTE

Graduated in Philology, Languages, or related English languages fields. For preference, with one year certificate, master or Ph. D. studies in relation to the area of performance, professional experience in college teaching and research experience in languages studies

Comité de programa N° 19

Fecha: octubre 6 de 2025



Firma del director de programa

Nombre: Luz Amparo Sanabria Galindo

Firma del director de escuela o departamento

Nombre: