


<p style="text-align: center;">UNIVERSIDAD AUTÓNOMA DE CHIHUAHUA</p>  <p style="text-align: center;">UNIVERSIDAD AUTÓNOMA DE CHIHUAHUA</p> <p>UNIDAD ACADÉMICA: <i>FACULTAD DE CIENCIAS POLÍTICAS Y SOCIALES</i></p> <p>PROGRAMA DEL CURSO: Inglés V</p>	DES:	FACULTAD DE CIENCIAS POLÍTICAS Y SOCIALES
	Academic Program	Administración Pública y Ciencia Política
	Type of Course: (Mandatory/optional)	Mandatory
	Course key:	I501-22
	Semester:	Fifth Semester
	Curriculum Area (B, P, S):	Specific
	Horas teóricas por semana (virtual o presencial)	4
	Horas taller o laboratorio por semana	0
	Horas práctica por semana	2
	Horas extra clase por semana	4
	Créditos por semana	10
	Total hours per semester Total hours for 16 weeks	80
	Total credits:	5
	Update date:	November 2022
Prerequisite (s):	English IV	

COURSE PURPOSE:

General Purpose: The general objective is to strengthening the linguistic and communicative skills in the English language with the firm purpose of potentially increasing the insertion of the student in a globalized environment and strengthen the internationalization processes of the university community.

Particular Purpose: The particular aim of this course is to development in the student a specific Professional and Academic English as a foreign language through a Communicative Approach through International Relations themes and topics.

COURSE DESCRIPTION:

Level Descriptors: The course is based on an international measurement standard such as the Common European Framework of Reference for Languages (CEFR). At the end of the semester, the student must demonstrate a B1 level within it (Independent User).

DOMAINS AND COMPETENCIES.

I COMMUNICATION AND LINGUISTIC DOMAIN:

English Linguistic Domain Competencies (Skills):

1. **Listening Skills:** Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, and related to specific course topics, as an International Relations student.
2. **Speaking Skills:** Can deal with most situations likely to arise whilst travelling in an area where the language is spoken at a local, national or international level.
3. **Reading Skills:** Can Understand and Produce descriptions of experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans related to professional, academic and Specific topics.
4. **Writing Skills:** Can produce and understand simple connected text on topics which are familiar or of personal, professional and academic interests.

Professional English Communication Skills:

- **General Communication:** The student will be able to relate to native speakers with the degree of fluency corresponding to the level described above, so that communication is carried out without effort on the part of any of the interlocutors.
- **Academic Communication:** The student will be able to use and understand university level academic language.
- **Professional Communication:** The student will be able to understand and produce texts on various general and specific International Relations topics, as well as defend his point of view on general issues where it is necessary to demonstrate Basic Competence, Academic Competence, as well as Professional Competence, and Competence specifically related to International Relations Courses.

II OTHER DOMAINS AND COMPETENCIES:

Basic Domain Competencies:

1. Teamwork and Leadership.
2. Problem Solving.
3. Social-Cultural.
4. Communication.

5. Enterprising.

Professional Domain Competencies.

6. Social research.
7. Research in international studies.
8. Marketing.
9. Business.
10. Administration.

Specific Domain Competencies in International Relations.

11. Diplomacy.
12. Foreign Trade.

DESCRIPTION OF THE EDUCATIONAL AND PEDAGOGICAL MODEL OF THE COURSE.

- **Approach:** The course has a double Language Teaching Approach. The two approaches are not exclusive, they are complementary: Communicative (**CLT**) and Content Based Instruction (**CBI**).
 - ❖ **CLT:** the objective in using this approach is to promote better student communicative development by means of the expressing and understanding Knowledge, Experiences, Attitudes, Values, etc. and by demonstrating a Social, Cultural and Academic development in environments where the main language is English.
 - ❖ **CBI:** the objective in using this approach in its Theme-Based Language Instruction Model (**TBLI**) is to promote the student's communicative ability by using as a Thematic-Base Authentic Content in the Professional and Academic Domains and especially in the Specific Domain: International Relations. The focus in this approach is principally on the English linguistic and communication abilities, and secondarily, on the knowledge of professional and academic subjects.
- **Method:** The Design and Procedural Application of the Method(s) required for the above approaches will be determined by the academic body according to the contents, the characteristics of the current class, the level of application, etc. Some suggested Methods are: Task-Based Language Learning (TBLL); Text/Web/Audio/Video-Based Instruction (T/W/A/V-BI); Topic-Based Conversation (TBC); etc.
- **Evaluation:** The Evaluation will be based on Competencies: evaluating Language (procedural knowledge and abilities or linguistic skills); International Relations Content (declarative competency or knowledge); Communication abilities (procedural abilities or Skills); and the expression of Attitudes, Values, etc. (attitudinal skills).

PERFORMANCE OF THE COMPETENCES (Performances)	OBJECTS OF STUDY (Contents, themes and sub-themes)	LEARNING OUTCOMES	METHODOLOGY (Strategies, sequences, teaching resources)	EVIDENCE PERFORMANCE
<p>COMMUNICATION AND LINGUISTIC DOMAIN:</p> <p>English Language Skills:</p> <p>Listening-Speaking: Reading-Writing.</p> <p>OTHER DOMAINS AND COMPETENCIES:</p> <p>Basic Domain Competencies:</p> <p>1.- Teamwork and leadership:</p> <p>By participating in the classroom to solve problems in the production/perception of speeches together with classmates and by working in small groups of 3 to 5 students in the analysis/practice/resolution of academic and</p>	<p>Pre-Modular Linguistic Competency Diagnostic.</p> <p>Module 1:</p> <p>Introduction to International Relations.</p> <p>Object 1:</p> <ul style="list-style-type: none"> ● International Relations Studies. <p>Object 2:</p> <ul style="list-style-type: none"> ● : International Relations History. 	<p>The student will learn a vocabulary, with the respective structure and linguistic function related to each of the objects of study.</p>	<p>By presenting engraved materials in the language will be valued the acquisition of these skills depending on the topic covered.</p> <p>Through the timely delivery of the tasks/exercises of their portfolio entrusted for each unit will be assessed reading comprehension, in addition to be evaluated this skill in partial examinations.</p>	<p>They can understand long speeches and even follow complicated lines of arguments as long as the subject is reasonably familiar. They can understand most TV news and programs on current affairs.</p> <p>They can understand most movies in standard dialect.</p> <p>They can read articles and reports related to contemporary problems in which writers adopt</p>

<p>professional situations through the use of the English language.</p> <p>2.-Problem Solving:</p> <p>By producing/understanding answers, questions and/or affirmations suitable for different situations in daily life that could be presented to them and by identifying their intentions and Effects.</p> <p>3.-Socio-Cultural:</p> <p>By actively participating in the discussion of the various topics covered, integrating in environments where cultural diversity is recognized/respected, particularly among Hispanic Americans and English-speaking people.</p>	<p>Object 3:</p> <ul style="list-style-type: none"> ● International Relations Theory. <p>Object 4:</p> <ul style="list-style-type: none"> ● Political and Economic Geography. ● Midterm Evaluation-1. <p>Module 2: Political and Economic Topics.</p>		<p>Through the work/exercises in a team and/or in class, students' performance will be evaluated in the situations presented.</p> <p>Through the timely delivery of the tasks/exercises of your portfolio entrusted for each</p>	<p>particular attitudes or views. They can understand contemporary literary prose.</p> <p>They can interact with native speakers with some fluency and spontaneity. They can actively participate in discussions within family contexts by expressing and defending their point of view. As well as having a conversation about work, school, asking about tastes and preferences and foreign trade issues.</p>
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<p>4.-Communication:</p> <p>By encouraging interaction among class members, by their need to understand ideas and articulate their own in a foreign language. In addition to using in an appropriate way, at their level, the four language skills: speaking, listening, reading and writing</p> <p>5.- Enterprising:</p> <p>By preparing arguments either in writing or orally on the questions that, arise from the texts and in the projects of his Portfolio that will be developed day by day.</p> <p>PROFESSIONAL DOMAIN COMPETENCIES:</p>	<ul style="list-style-type: none"> ● Object 1: Micro and Macro Economics. ● Object 2: Political Economics. ● Object 3: Political Science. ● Object 4: Mexico's Foreign Policy. ● Midterm Evaluation- 2. <p>Module 3: International Topics and Current Issues in International Relations.</p>		<p>unit, the development of this skill will be evaluated during the course in the semester.</p>	<p>They can write clear and detailed texts such as letter, short messages, curriculum application letter and essays.</p>
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<p>6.- Social Research.</p> <p>By making arguments about the danger of pollution to society as a whole when studying different ecological issues.</p> <p>7.-Research in International Studies.</p> <p>By defending and postulating attitudes, values and opinions regarding the problems related to Human Insecurity.</p> <p>8.- Marketing.</p> <p>By exchanging ideas with other students about how marketing influences people’s taste when choosing how to dress.</p> <p>SPECIFIC DOMAIN COMPETENCIES IN PUBLIC ADMINISTRATION:</p>	<ul style="list-style-type: none"> ● Object 1: International Private and Public Law. ● Object 2: International Organization. ● Object 3: Global Studies. ● Object 4: Current Issues in International Relations. ● End-term Evaluation. 			
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<p>11.-International Diplomacy</p> <p>By achieving a greater mastery of English, which is a universal language, the student will achieve a greater preparation to carry out his work.</p>				
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SOURCES OF INFORMATION (Bibliography, e-mail addresses)	ASSESSMENT OF LEARNING (Criteria, weighting and instruments)
<p>Instructional material prepared by the academic body of English, supported by the International Relations Academic Body, which must be instructed/trained do so.</p> <p>The world in 2021: ten issues that will shape the international agenda. https://www.cidob.org/en/publications/publication_series/notes_internacionales/243/the_world_in_2021_ten_issues_that_will_shape_the_international_agenda</p> <p>The Most Pressing Foreign Policy Issues (CFR) https://www.cfr.org/election2020/candidate-tracker/foreign-policy-issues</p>	<p>Assessment of the class:</p> <p>Assessment per session.</p> <p>Due to the communicative nature that arises in this course, the weighting of each class will be:</p> <p>60% practice 40% theory</p>

The teacher will evaluate the class continuously, in each session, where the process, development and participation is rated. This assessment shall have an overall value of 10% per partial assessment and shall cover the following:

- ATTENDANCE

- Less than 80% = not entitled to take ordinary examination.
- Less than 60% = 0 repeats course

- Oral test (30%) - Aspect that will be evaluated by active participation in class discussions, plus oral, individual or group exams, in the form of project presentation, interview, simulation of situations, dramatizations, etc.

- Portfolio (30%) - active participation in the individual and group exercises, projects and works proposed in their portfolio tasks.

- Writing test (40%)

Subject evaluation

Partial evaluation.

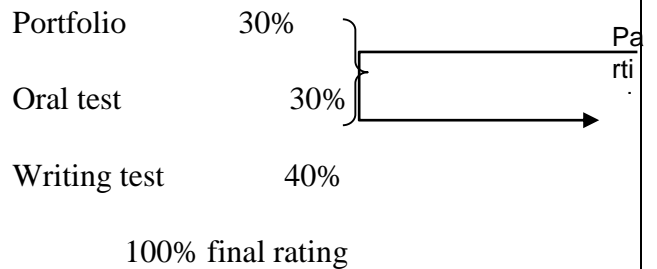
This evaluation will be applied in written form; the design of the evaluation will be in charge of the teacher based on the thematic contents of the teaching material.

- First partial = 30%
- Second partial = 30%
- Ordinary = 40%

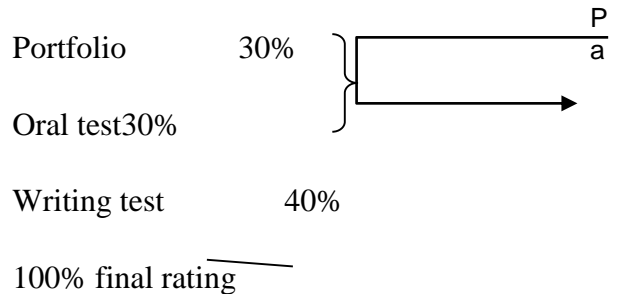
Evaluation criteria.

The continuous evaluation in class defines the classification in each of its parameters and is averaged with the three partial evaluations for the final grade.

partial 1



partial 2



ordinary

	<p>Portfolio 30% Fin. P. 130% overall</p> <p>Oraltest30%</p> <p>Writing test40%</p> <p>100% final rating</p> <p>100% to be computed automatically in the same SEGA system.</p> <p>Students who do not accredit the course must take the non-ordinary exam</p>
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Study objects	Weeks															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Language Competence Diagnostic Examination at B1-level	*															
Module 1.																
Object 1		*														
Object 2			*													
Object 3				*												
Object 4					*											
Partial Assessment 1						*										
Module2.																
Object 1							*									
Object 2								*								
Object 3									*							

