HIGHER UNIVERSITY TECHNICIAN IN AQUACULTURE
PROJECTS SPECIALIST
PROFESSIONAL COMPETENCIES

COURSE SYLLABUS WITH BREAKDOWN OF THEMATIC UNITS

COURSE OF WRITTEN AND ORAL EXPRESSION I

1. Competencies	Communicate feelings, thoughts, knowledge, experiences, ideas, reflections and opinions, in a clear and detailed way about specific and abstract subjects in their professional and sociocultural context, according to level B2; independent user, of the Common European Framework of Reference so as to inform and to propose improvements in the organizations in order to contribute responsibly to the sociocultural development.
2. Four Month period	First
3. Theoretical Hours	23
4. Practical Hours	52
5. Total Hours	75
6. Week Total Hours Four Month Period	5
7. Course Objective	The student will be able to write projects with a level of English language proficiency of B2 according to the Common European Framework of Reference taking into consideration grammatical principles, structure and organization of ideas, viewpoints and standpoints from other authors in order to contribute and solve current problems regarding the professional and sociocultural context.

Theme Units	Hours		
	Theoretical	Practical	Totals
I. Grammatical Foundations for the Construction of Ideas	8	12	2
II. Structure and Organization of Ideas	10	2	3
III. Introduction to Composition and Writing	5	1	2
Totals	23	52	75

WRITTEN AND ORAL EXPRESSION I
LEARNING UNITS

1. Learning Unit	I. Grammatical Foundations for the Construction of Ideas
2. Theoretical Hours	8
3. Practical Hours	12
4. Total Hours	20
5. Objective of the Learning Unit	The student will write accurate texts according to the grammatical rules in order to express ideas about his/her professional and sociocultural context.

Themes	Learning to know	Learning to do	Learning to be
Components and Grammatical uses	- Recognize the uses and the implementation of the main rules of grammar, spelling and punctuation: - Spelling and punctuation rules - Definite and indefinite articles - Common and proper nouns - Personal, reflective pronouns, direct and indirect object - Verbal modes: verboide and verb -reflective verbs -simple present indicative, present progressive, future simple of indicative and future periphrastic -Formal and informal imperative Recognize the uses and the implementation of the morphological rules and	Write paragraphs with sentences according to the rules and the grammatical, spelling and punctuation uses. Build simple texts from the grammatical elements.	Analytical Responsible Detail-oriented Proactive Assertive Systematic Creative Committed

Themes	Learning to know	Learning to do	Learning to be
	Syntax: -Simple sentence structure -Logical syntax: article-noun-adjective -Linguistic components: Phonetics, Phonology and Lexicology -Linguistic elements: Semantics, Semiotics and Dialectology -Semantic noise Identify the variations, the uses of the language and idiomatic expressions within a semantic field: language of Spanish gypsies, jargon, slang, regionalisms.		
Text Structure	Recognize the grammatical elements that form the sentence: subject, verb and predicate. Identify the grammatical elements and their function within the composition of the text.		

WRITTEN AND ORAL EXPRESSION I

EVALUATION PROCESS

Learning outcomes	Learning sequence	Instruments and type of reagents
From an anecdotal narrative, students write a text relating to topics in his/her professional field which includes a reasonable handling of grammatical, spelling and punctuation rules; morphological and syntax rules; The uses of language and idiomatic expressions within a semantic field and grammatical elements.	1. Recognize components and their grammatical uses 2. Identify the changes, the language uses and the idiomatic expressions 3. Understand the structure of the text 4. Recognize the grammatical elements that form the sentence: subject, verb and predicate 5. Understand the grammatical elements and its function within the composition of the text	Essay Assessment Rubric

WRITTEN AND ORAL EXPRESSION I

TEACHING LEARNING PROCESS

Methods and teaching techniques	Media and didactic materials
Practice Exercises Collaborative teams Research	Computer Multimedia Equipment Whiteboard Internet Workbook

LEARNING SPACE

Classroom	Laboratory / Workshop	Company
X		

WRITTEN AND ORAL EXPRESSION I

LEARNING UNITS

1. Learning Unit	II. Organization and Structure of Ideas
2. Theoretical Hours	10
3. Practical Hours	25
4. Total Hours	35
5. Objective of the Learning Unit	The student will structure ideas to express his/her viewpoints and standpoints as well as from other authors.

Themes	Learning to know	Learning to do	Learning to be
Thinking Process	Distinguish the processes of thought and its role as a source of ideas: -Observation - Classification - Discrimination - Similarities - Differences Identify the elements of thought and its relationship to the process of drafting.	Propose alternatives before facts and experiences.	Proactive Assertive Creative Flexible Detail- oriented
Information Organization Methods	Distinguish the information organization methods and its application in the development of a text. Identify the features of the information organizers: - Mental Maps - Conceptual Maps - Summary Table - Tables of Double-entry	Develop information organizers in accordance with the characteristics of the source of the information and the communicative purpose Write evaluative judgments by using the PNI (Positive, Negative, Interesting) technique.	Proactive Assertive Systematic Responsible Creative Detail-oriented

Themes	Learning to know	Learning to do	Learning to be
	-Computer Graphics - Comparative Chart - Flow Diagram - Keywords Diagram - Decision Tree - Cause and Effect Diagram Relate the use of the graphic organizers with the source of the information. Identify the strategy Positive-Negative-Interesting (PNI), as well as its features and applications. Distinguish worksheets, their features and application: -Textual -Paraphrase -Summary -Comment Distinguish the reference sheets according to the source consulted.	Prepare reference worksheets based on specific topics.	
Reading and Listening Comprehension Techniques	Describe the function of the prediction as a technique for identifying the main ideas of a text. Recognize reading comprehension techniques - Underline - Margin notes - Propose situations	Interpret the main ideas in written texts and their interrelationship. Structure ideas from written texts.	Proactive Assertive Systematic Responsible Creative Detail-oriented Analytic

Themes	Learning to know	Learning to do	Learning to be
	Find the phantom word -Pose a theme -Find the main idea -Summarize -Simultaneous reading Identify listening comprehension techniques that favor listening skills: - Sonorous walk -Circle of listening -Sound for the production of stories	Interpret the main ideas of audiovisual material and their interrelationship. Structure ideas from oral texts.	
Language Types and Vices	Distinguish the types of language: - Oral - Written - Kinesics - Proxemics - Iconic - Phonetic Identify the language vices: - Barbarisms - Amphibology - Pleonasm - Redundancy - Cacophony	Determine the type of language used in written or oral texts. Locate in oral and written texts, the vices of the language.	Proactive Assertive Systematic Responsible Creative Detail-oriented Analytic

WRITTEN AND ORAL EXPRESSION I

EVALUATION PROCESS

Learning outcomes	Learning sequence	Instruments and type of reagents
Design an information organizer, from an anecdotal narration with oral and written elements that includes: - Viewpoints, approaches and standpoint of the characters and their interrelationship - Alternatives to the given situation Integrates a tab of comment expressing their personal viewpoints and the vices of language identified.	1. Understand organization information methods 2. Relate the use of graphic organizers with the information source 3. Recognize reading comprehension techniques 4. Understand Listening and Reading comprehension techniques 5. Identify languages types and their applications	Checklist Assessment Rubrics

WRITTEN AND ORAL EXPRESSION I

TEACHING LEARNING PROCESS

Methods and teaching techniques	Media and didactic materials
Practice Exercises Collaborative teams Research	Computer Multimedia Equipment Whiteboard Internet

LEARNING SPACE

Classroom	Laboratory / Workshop	Company
X		

WRITTEN BY:	**Committee of Written and Oral Expression**	**REVISED BY:**	Academic Directorate
APPROVED BY:	C. G. U. T. and P.	**EFFECTIVE DATE:**	September 2015

WRITTEN AND ORAL EXPRESSION I

LEARNING UNITS

1. Learning Units	III. Introduction to Composition
2. Theoretical Hours	5
3. Practical Hours	15
4. Total Hours	20
5. Objective of the Learning Unit	The student will be able to write well-structured and appropriate texts according to the composition techniques to contribute to develop projects in his/her field of specialization.

Themes	Learning to know	Learning to do	Learning to be
Texts Analysis Techniques	Identify techniques for text analysis: -Beetle Model- -Inverted pyramid Describe the applications and uses of the techniques employed for texts analysis	Decide the structure of the main ideas of the texts.	Responsible Disposed Tidy Faultless Ethical Creative
Writing Techniques and Bibliographic References Model in the MLA Form	Describe the techniques and stages of document writing: -Selection of the topic -Searching for information -Writing a draft -Revision -Final drafting Identify the elements, characteristics and uses of bibliographic references in the MLA form	Write texts according to the writing techniques. Write bibliographic references according to the MLA form.	Responsible Disposed Tidy Faultless Ethical Creative

Themes	Learning to know	Learning to do	Learning to be
	Of the Modern Language Association (MLA).		
Features of Writing	Identify the characteristics of an efficient writing and the techniques to develop them: - Clarity - Conciseness - Simplicity - Originality Identify the features and the defects of drafting in the texts writing process: - Clarity and Obscurity - Precision and Vagueness - Conciseness and Cleanness - Courtesy and Discourtesy - Simplicity and Allocation - Formality and Informality	Write detailed, clear, concise, simple and original texts about their professional and sociocultural environment. Determine the defects of the texts writing.	Responsible Disposed Tidy Faultless Ethical Creative

WRITTEN AND ORAL EXPRESSION I

EVALUATION PROCESS

Learning outcomes	Learning sequence	Instruments and type of reagents
After analyzing a text write detailed, clear, concise, simple and original texts about their professional and sociocultural environment using bibliographic references according to the MLA forma and document in an annex the drafting process.	1.- Understand text analysis techniques 2.- Understand text composition stages and techniques 3.-Identify bibliographic references according to the MLA format 4.- Identify the features and the defects of texts composition	Project Assessment rubric

WRITTEN AND ORAL EXPRESSION I

TEACHING LEARNING PROCESS

Methods and teaching techniques	Media and didactic materials
Practice with exercise Assisted Reading Collaborative teams	Computer Multimedia Gear Whiteboard Internet Exercises

LEARNING SPACE

Classroom	Laboratory / Workshop	Company
X		

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WRITTEN AND ORAL EXPRESSION I

CAPACITIES DERIVED FROM THE PROFESSIONAL COMPETENCES TO WHICH THE COURSE CONTRIBUTES

Capacity	Performance Criteria
Interpret complex information in oral and written extensive texts about concrete, abstract, technical or professional topics, related to his/her socio-cultural environment, employing argumentative lines to define and support his/her personal viewpoints.	- From a previously provided information in an oral or written form: - React non-verbally in keeping with the message sent - Express in a detailed way the proposals and standpoints, as well as their advantages and disadvantages - Support an opinion or personal proposal - Develop a tab of comments on the basis of the aforementioned aspects

Express feelings, thoughts, personal knowledge, experiences, ideas, reflections, and opinions in a clear and detailed way, defending and remarking the importance, the advantages and disadvantages of a wide range of topics related to his/her professional and sociocultural context. Also, in order to defend his/her personal proposals and viewpoints employ non-verbal language in accordance with the communicative purpose.	- Performs an oral presentation of a technical project, which involves an interaction, with the following characteristics:
	- Non-verbal communication according to the speech
	- Grammar accuracy
	- Fluency
	- Clarity
	- Improvisation
	- Use of relevant vocabulary
	- Agreement between the topic and the communicative purpose
	- Errors self-correction
	- Credible
	
	- And includes:
	  - Objectives or assumptions
	  - Hypothesis
	  - Main and secondary ideas logically structured
	  - Abstracts or cultural topics related to his/her field of study
	  - Details about the topic
	  - Supportive evidence
	  - Conclusions and Proposals

Capacity	Performance Criteria
Structure Information from various sources related to contemporary issues about his/her area of specialty remarking different standpoints or specific viewpoints through the employment of text analysis techniques and methods of graphic organization, to relate, contrast, define and support his/her personal viewpoints or the viewpoints of others.	- Design a graphic organizer about contemporary topics and issues related to his/her area of specialty, obtaining the information from different sources, which includes the following features: - Justification of the sources consulted - Main and secondary ideas, and their interrelationship - Identification of stand and viewpoints - Causes and potential consequences - Personal standpoint
Write clear and detailed documents on a wide range of topics related to his/her professional and sociocultural context highlighting the importance of certain facts and experiences, as well as the reasons, to support or refute a particular point of view.	- Compose a technical report on some aspect of his/her area of specialty that includes the following features: - 1500 words - Main and secondary ideas logically structured - Accurate spelling and punctuation - Provide details about the topic under study - Advantages and disadvantages from a specific point of view - Supportive arguments that may result in stating an opinion

WRITTEN AND ORAL EXPRESSION I

BIBLIOGRAPHY

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Author	Year	Title	City	Country	Publisher
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