

**UNIVERSIDAD EAN**

**FACULTAD DE ESTUDIOS EN AMBIENTES VIRTUALES**

**COMPETENCIAS COMUNICATIVAS Y APRENDIZAJE AUTÓNOMO**

**La versión imprimible considera solo una parte del módulo por lo tanto es  
indispensable revisar cuidadosamente el ambiente interactivo.**

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**BOGOTÁ  
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## GENERAL ISSUES

**Learning purpose of the guide:** to identify the importance of respecting the copyrights and intellectual property and the ethics implications of academic plagiarism, as well as, to identify techniques for oral expression and production and then applying them in a context.

### Preguntas orientadoras

**Verifique sus conocimientos previos, responda las siguientes preguntas de manera individual y reflexiva. Al finalizar la guía retómelas para verificar la apropiación de los aprendizajes adquiridos. Este ejercicio no es evaluable, ni se debe enviar al tutor.**

### Guiding questions

- What are the ethical implications of academic plagiarism?
- What are the copyrights and intellectual property?
- What is required in order to be a good public speaker?
- What are the technics of oral expression?

### Material de estudio

### Essential readings

Argüelles, D., y Nagles, N. (2010). *Estrategias para promover procesos de aprendizaje autónomo* (4a edición). Bogotá, Colombia: Universidad EAN.



Sierra, G., y Vanegas, N. (2005). *Construcción del discurso, hacia la formación de un profesional competente en el uso del lenguaje* (3a edición). Bogotá, Colombia: Universidad EAN.

### Supplementary material

Colombia Aprende. (s. f). *El robo de ideas es castigado plenamente en Colombia*. Colombia: Ministerio de Educación Nacional. Disponible en: <http://goo.gl/Ek2LBb>

Dirección Nacional de Derechos de Autor. Disponible en: <http://www.derechodeautor.gov.co/>

Galindez, A. (2010). *Aprenda a hablar en público. Capítulo 9: Técnicas de expresión oral: elementos físicos en la comunicación oral (I): voz y mirada*. Emagister. Disponible en: <http://goo.gl/OwAV9H>

Red de investigación educativa. (sf). *El derecho de autor en la era digital. Propiedad Intelectual en la legislación Colombiana*. Colombia: IERED. Disponible en: <http://goo.gl/tuJ2G6>

### Propósitos

#### Learning purpose of the guide:

To identify the importance of respecting the copyrights and intellectual property and the ethics implications of academic plagiarism, as well as, to identify techniques for oral expression and production and then applying them in a context.



### Activity 1

The purpose of the activity is to understand the concept of copyright and intellectual property and the implications of the academic plagiarism.

### Activity 2

The purpose of the activity will be: to identify speaking techniques and apply them to a specific context.

### Activity 3

The purpose of the activity will be: to present the final version of the essay and socialize the project using technological tools.

## Deliverable work

### Activity 1

- Evidence of his/her visit to the databases of the University and the Internet search.
- Annotated bibliography and critical reflection of their findings.
- Concept Map about copyright, intellectual property and plagiarism.
- A written text with the ethical implications of plagiarism.

The products of activity 1 are developed individually and presented in the delivery document.

### Activity 2

- Diagnostic survey of the state of development of oral skills and improvement plan - individually.



- Schematic representation of the procedure to follow of the different techniques in speaking - group.
- Evidence of sending the message with the group and topic to present at the final meeting. – In Group.
- Document with the way to do collaborative group work - Group.
- Weekly Reflection and self-regulation.
- Link of the e-portfolio in the delivery document.

The first task of activity 2 is developed individually and the other in group with the collaborative work and these are presented in the delivery document and also posted on the e-portfolio.

### **Activity 3**

- Final version of the essay.
- Video supporting the collaborative work, this posted in the e-portfolio.

The first task of activity 3 is developed under the strategy of collaborative work; the second task is developed individually. Both tasks are presented in the delivery document and also posted on the e-portfolio.

## **Quality criteria**

### **Activity 1**

#### **Follow directions for the completion and delivery of written work**

- Collect the activities developed of the guide in a unique document, preferably in Word format.



- Use APA standard for papers: Please keep in mind the document found in “material de apoyo” in the virtual platform.
- Present the preliminary pages of the document: cover, introduction, table of contents, index tables and figures, referencing.
- Perform the tasks in order of appearance in the guide, incorporating first the statement of each task followed by its development.
- Use direct and indirect quotations within the text.
- Remember that quantity does not always mean quality.
- Name the file as follows "NameLastname\_Guide #"
- Send them on time and according to the timetable by the Virtual platform Classroom, click on the "Activities" button.

### **Argument**

- The development of the activities have to demonstrate the thematic knowledge through the appropriate use of terminology and arguing with personal experiences and with the suggested readings and other additional, if the student considers it necessary.

### **Writing and Spelling**

- The document must have good grammar and spelling.

### **Representation schemes**

- The representation scheme should contain the necessary elements of a conceptual map.

### **Preparation of summaries**

- The abstract should be brief and specific the outstanding information of the document.



## E-portfolio

To structure your e-portfolio, you will have to design the Individual Portfolio, taking into account the following parameters:

- Section of introducing yourself in autobiography format.
- Skills to be developed in the study unit (take into account the syllabus that you will find in Material de apoyo).
- Work schedule for the development of the block, clearly identifying: weekly working time (daily hours), work deadlines, dates of activities of synchronous and asynchronous interactions with partners, periods for conducting autonomous work, etc.

It means, it is to express the whole organization of your time to study, to do individually and collectively work, etc.

- Books of autonomous work according to the Guide to be found in the learning environment, showing the work done by the student for the proposed activities as products for the portfolio.

\* Personal reflection for each activity developed, in which you should consider several aspects: the process done, the progress made, difficulties encountered, how to overcome them and the quality of the products developed, all of the above as part of the process of self-regulation learning.

## Check List

Which will be provided by your tutor as an instrument used to give evidence of the development of the autonomous work done by you and your process of practicing the different skills.



### **Autoevaluations**

- These are presented at the end of each study unit and their objectives are that the student identifies the acquired knowledge by developing the autonomous work guide.

### **Punctual delivery.**

### **Activity 2**

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### **Argument**

- The development of the activities have to demonstrate the thematic knowledge through the appropriate use of terminology and arguing with personal experiences and with the suggested readings and other additional, if the student considers it necessary.

### **Writing and Spelling**

- The document must have good grammar and spelling.

### **For the preparation and presentation of papers on the Web:**

- Use diagrams, tables and figures, see your creativity.
- Remember that quantity does not always mean quality.
- Use direct and indirect quotes in the text according to APA standards.
- Include referencing according to APA standards.

### **E-portfolio**

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### Check List

- Which will be provided by your tutor as an instrument used to give evidence of the development of the autonomous work done by you and your process of practicing the different skills.

### Instructions Activities

Individually develop the following steps to help you to understand the importance of respecting copyright.



1.1 Conduct a survey of information related to the copyright and intellectual property, do so by visiting the databases of the University and internet search. Show evidence of your visit to the library and Internet search by using screenshot and explanation of procedures. Take into account the indications of Object 2. **Buscar información en la Web** and Objeto 4. **Manejo de biblioteca y base de datos de la EAN.**

1.2 With the information obtained in the previous section, present an annotated bibliography, identifying the book details, essay, article or report, using APA style, and then make a critical reflection where very briefly you narrate aspects of the work, its scientific quality and contribution to your professional interest.

1.3 From the annotated bibliography identified in the previous point, create a concept map using the cmap tool that represents the concepts of copyright, intellectual property and academic plagiarism.

1.4 Having in mind the previous reading make a written text with your own words with a minimum of two and maximum five paragraphs, where you explain the ethical implications of committing plagiarism. For the act of writing, take into account the reading of the chapter 4 of the book “Construcción del Discurso”.

## **Activity 2**

2.1 Individually, do the diagnostic survey to identify the status of development of oral skills you will find on page 151 Book “Construcción del discurso”, considering your responses, develop a plan to improve your speaking skills. For developing the plan, consider reading chapter III in the same book.



**En equipo, utilizando la estrategia de trabajo colaborativo realice el siguiente procedimiento que debe presentar en su e-portafolio y también en el documento de entrega.**

2.2 Having in mind the reading on the previous point and also doing a collection of information on the Internet, describe and present the procedure to follow by using a representation scheme of the following techniques of oral expression: Lecture, Panel, Roundtable, Forum, Symposium.

2.3 Select one of the following topics related to one of the techniques of oral expression to prepare a presentation using presentation tools on the Web to be presented at the final meeting.

If the student can not attend because he/she lives outside the country or city, he/she should make the recording of his/her presentation via a video that his/her partners will present that day.

The coordinator of the group will send by internal mail to his/her tutor information of the members and the chosen topic, priority will be given to the topic in the order the messages are being sent with the groups conformed. Evidence of the message sent must be shown.

Group	Oral expression techniques	Presentation topic
1	Lecture	Communication skills in the business world.
2	Debate	The treatment of aspects such as the environment, ethics and social responsibility in today's professionals.



3	Forum	The importance of communication skills in the global world.
4	Round Table	The Transversal skills in the professional training
5	Simposium	The importance of thinking skills in a competent professional

2.4 Prepare a document where it is stated how to work collaboratively to develop this activity.

2.5 Present your work of reflection and self-regulation in the weekly e-portfolio.

2.6 Add to the delivery document the link to the e-portfolio. Make sure that the link has open access permits.

### Activity 3

3.1 Present the final version of your essay; take into account the feedback your tutor made in the guide 2.

3.2 Each participant in the small group will support the development of their collaborative work during the work performed in the unit of study and the process of self-regulation, self-reflection and learning through the development of a video posted on your e-portfolio.

The video will last no more than five minutes and will be presented at the final face to face meeting, if the student can not attend because he/she lives outside the country or city, his/her partners will present it to the group.



Remember to add the link to your e-portfolio with the products of this activity to the final delivery document.

### **Modo de envío de la actividad**

El desarrollo de las tres actividades de la guía 3 se envía por el botón de actividades del aula virtual en un único documento preferiblemente en formato Word, tenga en cuenta los criterios de calidad presentes en esta guía. No se revisarán trabajos enviados por otros medios.

