



English Department

Dean of Academic AffairsPO Box 7186
Ponce, PR 00732
Phone 844-8181, Ext. 2324, 2325**First Semester 2015-2016****SYLLABUS**

- I. COURSE TITLE:** Conversational English for Office Systems
- II. COURSE CODE:** INCO 3025
- III. PREREQUISITES:** English 3102 or 3104
- IV. CREDITS:** One Credit
- V. CONTACT HOURS;** Two per week
- VI. APPROXIMATE DISTRIBUTION OF TIME:**

Two thirds of the classroom time is devoted to oral-aural communication. One third is devoted to developing grammatical syntactical, reading and writing skills parallel to communication situations in the office.

VII. COURSE DESCRIPTION:

This course has been designed for students seeking a degree in the Office Systems Program. Practice is provided to develop the students' ability to communicate orally in situations related to office the environment.

NOTE: Students practice dialogues from their textbook and then create their own versions. They paraphrase information presented to them through selected sources. In addition, they present short talks on varied topics or varied topics of personal interest. Special attention is given to pronunciation, vocabulary, idioms, clichés and cultural elements in the English language.

VIII. COURSE OBJECTIVES**A. Central Objectives:**

After intensive listening, speaking, reading, and writing exercises, students will be able to communicate their ideas effectively in situations commonly encountered by office employees in their workplace. Reading and writing activities will reinforce oral discourse skills.

B. Specific Objectives:

By the end of this course, students will have achieved the following objectives in the areas indicated with at least a **70%** degree of proficiency.



1. Use of language for specific functions (20%)

After practicing conversations in the classroom, students will be able:

1. to recognize and produce those syntactical patterns (words and expressions) related to the most commonly used functions of language including the following: greeting people, asking and reporting information, offering help, requesting, instructing, apologizing, introducing self and others, starting and ending a conversation, etc.
2. to identify and examine cultural elements implied in the situations presented in the model conversation.
3. to organize their ideas using the correct syntactical and grammatical patterns practiced in class in both oral and written form.
4. to create original conversations on office related topics / issues.
5. to use phrases according to the different functions of language such as apologizing, sympathizing asking and reporting information, etc.
6. to use appropriate business etiquette.

2. Analysis of language interference (10%)

After practicing oral conversations and written productions of sample dialogues, students will be able:

1. to reinforce their ability to distinguish between Spanish / English language interference in the use of the different selected parts of speech from given examples, such as:
 - Adjectives
 - Adverb
 - Articles
 - Infinitive verbs
 - Modal auxiliaries
 - Nouns
 - Prepositions
 - Verb

3. Correct and produce sounds in English language oral discourse. (20%)

After intensive oral/aural practice in the classroom, students will be able:

1. To produce those sounds, which are not present in their native Spanish language.

4. Use the stress and intonation patterns characteristic to oral English. (20%)

After listening and responding to samples of oral discourse, students will be able:

1. To identify the most common stress and intonation patterns in given words and sentences
2. To produce orally the correct stress and intonation patterns expected in oral communication.

Paraphrase information based upon written Information. (15%)

After reading material that is relevant to office work situations and duties, students will be able:

1. To demonstrate comprehension of written language.
2. To identify those written elements, which mismatch oral production.
3. To identify irregular spelling and grammatical patterns in the English language lexicon.

6. Writing original dialogues. (10%)

After identifying a particular language function and situation/setting, students will be able:

1. To write original dialogues similar to those practiced in class including conversational strategies, idioms, and vocabulary needed within a given work environment.
2. To tape-record their original dialogue in order to analyze and improve their individual oral skills.

7. Use of library resources in order to enrich and update the student social and professional knowledge. (5%)

LIBRARY INSTRUCTION

Objectives	Activities	Strategies
Each will use varied resources from the library to supplement oral and written activities and exercises	Find available resources in the library that can be used.	Contact the librarian in the Audiovisual Room of the library. Examine the catalog or list available in this section.

IX. Evaluation

A. Students communication proficiency level will be measured by the criteria:

1/3 – 4 short dialogues (100 %)

1/3 - one partial test (100 %)

1/3 - Final Test (Individual Presentation) (100 %)

For every one instructional credit hour in class, University of Puerto Rico in Ponce students are recommended to spend at least two hours out-of-class, studying, reading, writing, researching, and working on projects, providing community service or community service learning, and preparing for tests.

NOTE: At least 65% of the test will measure listening and speaking skills.

B. Special Norms

1. Attendance is **obligatory**. **Any absence must be excused in writing.**
2. Only four (4) justified absences will be recognized.
3. Make-up test will not be given unless under special circumstances that justify it. Only one makeup permitted per individual case. According to an amendment to Certification #33 (UPR), more than six (6) absences to the Monday, Wednesday and Friday courses, or more than four (4) absences to the Tuesday and Thursday courses will disqualify students from receiving full economic aid. For courses that meet once (1) a week, the maximum number of absences is two (2).
4. Student must make appointment to visit the instructor during office hours. At least one visit is required for follow-up purposes.
5. Handouts will be required for each class session.
6. Students must comply with written instructions and deadlines.

Special Accommodations

According to the Americans with Disabilities Act of 1990 (Amended in 2008) and other related state and federal laws, every student with disabilities that require special accommodations should let their professor know within the first two weeks of class in order to make the necessary arrangements.

The Application for Special Accommodations is available in the Deanship of Student Affairs (Office 2004) or through the electronic address estudiantiles@uprp.edu. For more information, the student can contact extensions 2502, 2503 or 3060.

X. Textbooks

1. Professor's handouts

XI. Reference books and material

1. Jones, Leo. *Let's Talk 2*. United Kingdom: Cambridge University Press, 2002.
2. Saviano, Eugene and Lynn W. Winget. (1996). *Modismos Ingleses para Hispanos* (English Idioms for Spanish Speakers). Barron's Educational Series.
3. Jones, Leo. (2001). *Working in English*. New York: Cambridge University Press.
4. Lites, Emily, and Kathy Thorpe. (2001). *English for Global Business*. Ann Arbor: The University of Michigan Press.
5. A bilingual dictionary (English-Spanish). Any college level edition no earlier than 2001.
6. Reading selections and additional material will be added by the instructor. The additional material can be found on Moodle TM.
7. PC with CD audio capabilities or CD player

INSTITUTIONAL AND ENGLISH DEPARTMENT MISSION AND VISION

Institutional Vision

The University of Puerto Rico in Ponce aspires to be the institution, which most effectively promotes the development of its students' potentials so that they may make significant contributions to the well-being of Puerto Rico.

Institutional Mission

The University of Puerto Rico in Ponce is a teaching institution dedicated to the intellectual, humanistic, scientific, cultural, and ethical growth of its students. It is devoted to the integral development of citizens and professionals capable of contributing to a global society as critical, creative, and honest leaders committed to continuous learning and community service. It fosters equal access, academic rigor, enriching educational activities, and quality support services which contribute to the formation of graduates with a profile of academic excellence. In all its undertakings, the University of Puerto Rico in Ponce promotes a democratic environment supportive of academic freedom, excellence, integrity, respect, tolerance, creativity, and research.

English Department Vision

The English Department of the University of Puerto Rico in Ponce is focused in the formation of proficient and competent graduates in linguistics, academic, and cultural areas within the context of communicative English as a second language for the purpose of developing professionals capable of responding to the challenges of society.

English Department Mission

The English Department of the University of Puerto Rico in Ponce has as its fundamental mission to prepare future professionals with the capability to use English as a means of communication and become useful members of society.

**INSTITUTIONAL AND ENGLISH DEPARTMENT
GOALS ALIGNMENT**

INSTITUTIONAL GOALS

1. To develop professionals who possess the knowledge, skills, and dispositions necessary to contribute responsibly to their social, cultural, and environmental surroundings.

2. To offer and develop baccalaureate, associate, and transfer programs and other enriching educational experiences in response to the needs of society.

3. To cultivate knowledge through creative activities, research, and dissemination

4. To provide professional development opportunities to faculty and administrative personnel in order that they may contribute to the enhancement of institutional quality.

DEPARTMENT GOALS

1. To develop the basic skills in the four language arts (reading, writing, speaking, and listening)
2. To develop critical thinking skills
3. To create awareness on the importance of mastering English
7. To provide students with the mechanisms for self-learning

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4. To develop human appreciation and ethical values
5. To prepare students in transfer programs with the courses necessary to transfer to other local or foreign institutions
6. To provide a competent curriculum

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6. To provide a competent curriculum
7. To provide students with the mechanisms for self-learning

4. To develop human appreciation and ethical values

TENTATIVE SCHEDULE
INCO 3025 ACADEMIC YEAR 2012 -2013 FIRST SEMESTER

WEEK	TOPIC/SKILL	REFERENCE(S)
1	Introduction to Course	Diagnostic
2	- Introductions, greetings, etc.	Special handout on topic
3	- Asking for Information - WH-questions	Special handout on topic
4-5	- Food and eating out - Agreeing and Disagreeing	Special handout on topic Students' Dialogue #1
6	- TEST #1- Theory - Preparing Dialogue #2	
7	- Expressing Likes/Dislikes - Expressing Gratitude	Special handout on topic Students' Dialogue #2
8	- Giving Opinions - Giving Instructions - Describing - Recommending	Special handout on topic
9	- Asking for Permission - Giving Permission - Talking about Interests	Special handout on topic Students' Dialogue #3
10	- Talking about Likes/Dislikes - Apologizing	Special handout on topic
11	- Talking about a Selected Topic	Special handout on topic Students' Dialogue #4
12	- Test # 2 Oral Speech - Reporting Information	Special handout
13	- Describing - Review	Special handout on topic
14	- Summarizing - Describing	Special handout in compliance with Law 51 (ADA) concerning disabled employee and/or clients
15	- Final Oral Presentation	