

**SYLLABUS**

- I. Course Title** : Basic English 3101
- II. Course Code** : INGL 3101
- III. Credits per Semester:** Three
- IV. Contact Hours** : Forty-five hours per semester
- V. Pre-Requisite(s)** : 451 or more on the English section of the CEEB
- VI. Co-Requisite(s)** : INGL 3113 (Language Laboratory)
- VII. Course Description** : This course integrates the four language skills: listening, speaking, reading, and writing while developing student's vocabulary and grammatical structures.

VIII. Course Objectives:

A. General Objectives

1. To aid English Language Learners in achieving fluency and accuracy in the spoken and written language forms, and to develop the ability to self-correct errors.
2. To provide education in the least restrictive environment to students with special needs.
3. To compare and contrast different cultures in order to enhance students' understanding, appreciation, and respect towards different lifestyles.

B. Specific

By the end of the course, the student is expected to perform the following tasks with a 70% proficiency:

1. Aural - oral skills (**listening-speaking will be covered throughout the course**)



After exposure in the classroom and reinforcement in the laboratory, the student will:

1. communicate effectively and produce orally the correct sound system in English specially in verb inflections, plurals, and possessive forms of nouns.
2. participate actively in the discussion of both reading and listening selections.
3. react appropriately to communication in English.

2. Structure (25 hours)

After intensive oral and written practice in class, and **exposure to** reading and grammar lessons, the student will:

1. identify the correct form of the verb that agrees with the subject of the sentence.
2. construct sentences using the correct form of the verb that agrees with the subject of the sentence.
3. use complements in the correct order in sentences (predicate nouns, predicate, adjectives, and direct and indirect objects).
4. use appropriate time expressions in sentences.
5. construct affirmative and negative statements, yes/no, and information questions, using the verb be and verbs other than be in the simple present and past, progressive tenses, and future.
6. identify the different uses of the following cases of pronouns: subjective, objective, reflexive, possessive, and possessive adjectives.
7. construct sentences using the correct pronoun case.
8. choose the correct verb that agrees with count and non-count nouns.
9. use plural forms of nouns correctly.
10. use possessive forms of nouns correctly.
11. differentiate between adjectives and adverbs.
12. identify and use positive, comparative, and superlative forms of adjectives and adverbs correctly.
13. construct sentences and short paragraphs.
14. use commas, periods, and apostrophes correctly.
15. use definite and indefinite articles.

Note: Capitalization will be covered incidentally according to the needs of the students.

3. Reading (10 hours)

After intensive reading and writing the student will:

1. prove understanding of what is read by answering comprehension questions.
2. identify meaning of words in context.
3. select the main idea and specific supporting details.
4. interpret reading selections both in oral and written form.
5. summarize important ideas from the reading selections.
6. state conclusions from implied facts.
7. evaluate the writer's ideas.
8. relate ideas read to ethical and/or cultural values from local and global society.
9. analyze topics related to the needs and rights of students with special needs.

4. Writing (10 hours)

Through varied writing activities, the student will:

1. express original ideas derived from thought-provoking statements.
2. construct statements and paragraphs to express his/her views on contemporary issues.
3. react in written form to reading selections.

IX. Course Content - - Minimum Requirements

A. Listening/Speaking

1. Conversational practice according to the needs of the students and/or related to topics discussed in class.

Note: See English 3113 Syllabus.

B. Structure

1. Parts of Speech
 - a. Nouns
 1. Possessive
 2. Plural forms(regular and irregular)
 3. Count/Non-count nouns

b. Verbs

1. Simple Present
2. Simple Past
3. Present Progressive
4. Past Progressive
5. Future

c. Pronouns

1. Subject
2. Object
3. Possessive
4. Reflexive

d. Adjectives

1. Descriptive
2. Demonstrative
3. Possessive
4. Comparative
5. Superlative

e. Adverbs

1. Frequency Adverbs
2. Comparative
3. Superlative

2. Basic Sentence Structure

- a. Subject, verb, and complements (direct and indirect objects)
- b. Subject-verb agreement
- c. Affirmative/negative statements
- d. Yes/No, information questions, and tag questions

C. Reading

1. A minimum of three (3) selections will be discussed in the classroom.

D. Writing

1. Original sentences based on grammatical structures
2. Guided paragraphs
3. Short paragraphs based on reading selections (**Assessment Indicator**)

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.

X. Textbook

Megill, R.; Ortiz, L.; Torres, F. (2012). *Grammar Skills for Basic English: Puerto Rico* Cengage.

XI. Materials

1. Material prepared by the professor
2. Audio-visual material as needed
3. Reading Resources (assigned by professor)
4. Library and/or Internet Resources
5. Harper Collins, Spanish/English Dictionary or any other English-Spanish Dictionary.
6. Internet resources for extra practice are available at CC-1. Tutoring services are available through Title V and academic support through the Counseling Office.

XII. Methodology

Professors will make a selection of current teaching approaches and techniques in reading and writing based on the student's needs to aid the student in acquiring fluency and accuracy in the spoken and written language.

XIII. Library Instruction

<i>Objective</i>	<i>Activities</i>	<i>Strategy</i>
1. Given an assigned independent reading, the student will use the library resources (Reserve, Periodicals, databases) to select the reading.	1.1 Select the reading material from the library	1.1 Contact the information librarian or readers' advisor. (PRODAB).
2. Search for articles related to topics discussed in class. A. Internet B. Databases Use different search engines to read information such as Google, Yahoo, Lycos, Dogpile, MSN among others.	2.1 Use dictionaries available in the library and other valid resources 2.2 Locate background information related to the topic. 2.3 Comprehend and analyze the reading material.	2.1 Work individually with the help of the computer lab technician.
3. Discriminate among valid and non-valid web sources.	3.1 Make a primary search and discard non-valid sources.	3.1 Work individually or in groups.
4. After reading and analyzing the selection, the student will present an oral and/or written report.	4.1 Deliver the oral report and/or hand in the written report.	

XIV. Norms for the Evaluation of Students

The following means of evaluation will be used (25% per area for a total of a 100%):

- 25%- Quizzes, daily class (attendance and active participation), assignments, writing, presentation (s) and any other class activities.
- 25%- At least two partial tests.
- 25%- Laboratory grade (15 hours per semester).
- 25% -Final Test

Note: Different means of assessment catering to the student's needs will be used.

XV. Grading System

100-90	A
89-80	B
79-70	C
69-60	D
59-0	F

XVI. References

1. Local, national and/or international newspapers, among others (Online and hard copy)
2. Magazines and journals

3. Audiovisual material
4. Multimedia and Computer Technology
5. Internet
6. Other reading material recommended by the professor

XVII. Other important information

1. Attendance to class and punctuality are compulsory.
2. **Active participation** in all classroom activities is essential to successfully complete this course.
3. According to an amendment to Certification #33, 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 financial aid.
4. Having nine or more absences will disqualify a student from receiving a passing grade in the course.
5. The student must purchase the required text and bring it to class
IMPORTANT: Photocopying a book with the intention of not buying is a federal crime and will not be sponsored under any excuse or pretense
6. If you have any situation or special need, **contact the professor** during the first week of classes to make any necessary arrangements.
7. Assertive communication between professor and student and academic responsibility are expected from all students.
8. Learn your professor's name and office hours for your personal reference.
9. Within the first two weeks of class, the correct laboratory section and professor's name must be informed to the class professor.
10. Tests may be administered out of regular class schedule if necessary. **Attendance is compulsory.**
11. Tests will be announced at least a week in advance. ***Any student found committing fraud during a test will receive a zero (0) grade on the test.
12. Quizzes may be unannounced.
13. The student is responsible for requesting a make-up test immediately after his/her return to class. Even after providing a justifiable reason for the absence, ***the professor is not required to give a make-up test. No make-ups for quizzes.***

14. The laboratory grade constitutes $\frac{1}{4}$ (25%) of your final English grade. Students must comply with all lab requirements (attendance, quizzes and diagnostic tests); otherwise, your final English grade will be severely affected.
15. Appropriate technological etiquette will be negotiated with the professor during the beginning of the semester. *****Any student who is found during class utilizing computers for personal purposes such as Facebook, Messenger, Twitter, Snap Chat, playing games, or for any other purpose not related to the course will be considered absent and lose the (5) points for attendance.
16. Computer assisted instruction will be available through Moodle.
17. Title V Project facilities (CCI) provide students with computers to access the Internet.
18. Students must verify their access to the Moodle platform. A component of the course will be covered through material available at the MOODLE site.
19. Cellular phones must be **turned off** during class. Avoid any kind of interruptions.
20. Once in class, remain in the classroom unless an emergency occurs.
21. As the professor complies with the regulations of the “Inclusion Law ”(Law 51), students with special needs have the right to:
 - a. receive an education in the least restrictive environment according to their special needs and abilities and the availability of resources.
 - b. be treated with respect according to their individual differences.
22. **Students must strictly abide to the academic calendar, especially concerning the dates scheduled for final examinations.**

Special Accommodations

According to the American with Disabilities Act of 1990 (Amended in 2008) and other related state and federal laws, students 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 students can contact extensions 2502, 2503 or 3060.

REGLAMENTO GENERAL DE ESTUDIANTES U.P.R.

PARTE B — SOBRE LA CONDUCTA SUJETA A SANCIONES Y LAS MEDIDAS DISCIPLINARIAS

Artículo 6.2 – Conducta estudiantil sujeta a sanciones disciplinarias

Estará sujeta a sanciones disciplinarias:

1. *Deshonestidad académica:* Toda forma de deshonestidad o falta de integridad académica, incluyendo, pero sin limitarse a, acciones fraudulentas, la obtención de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o examen oral o escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta.

Aprobado: 29 de agosto de 2009

NORMAS Y PROCEDIMIENTOS ESTABLECIDAS POR LA/EL PROFESOR/A

La/El profesor/a, en todo caso, debe informar el asunto al Director del Departamento, o al Decano de la Facultad o al Decano Académico, según sea el caso, quien determinará si procede iniciar un procedimiento disciplinario bajo las disposiciones del reglamento.

Luego de recibir una orientación acerca de lo que constituye cometer plagio y de cómo evitarlo, todo estudiante que se compruebe haya cometido plagio recibirá una calificación de cero (0) en el escrito o presentación correspondiente y el asunto será informado al Director del Departamento. Dependiendo de la severidad del caso se le podrá requerir al estudiante una baja parcial del curso.

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	DEPARTMENT GOALS
1. To develop professionals who possess the knowledge, skills, and dispositions necessary to contribute responsibly to their social, cultural, and environmental surroundings.	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
2. To offer and develop baccalaureate, associate, and transfer programs and other enriching educational experiences in response to the needs of society.	3. To create awareness on the importance of mastering English 4. To develop human appreciation and ethical values 5. To prepare students in transfer programs with the necessary courses to transfer to other local or foreign institutions 6. To provide a competent curriculum
3. To cultivate knowledge through creative activities, research, and dissemination	2. To develop critical thinking skills 4. To develop human appreciation and ethical values 6. To provide a competent curriculum 7. To provide students with the mechanisms for self-learning

TENTATIVE SCHEDULE OF WORK ENGLISH 3101
Grammar Skills for Basic English
2015-2016-I

Week 1

Introductory Activities: discussion of syllabus, course overview, administrative procedures and assessment activities

Week 2 -3

Reading for comprehension: "Community Service" passage

Main idea, Topic sentences and supporting details

Guidelines for Community Service (**Textbook: Pages 1-14**)

Week 4

Economics: Money and Trade

-Count nouns: Singular and Plural Forms (Textbook: Pages 15 - 24)

-Count vs. Non-count Nouns

Week 5-6

Academic Success: The first week of class (**Textbook: Pages 25 - 36**)

-Simple Present Tense

-Adverbs of frequency

Academic Success: Registration and Choosing classes (**Textbook: Pages 35 - 46**)

-WH-Questions

Week 7

Academic Success: Balancing School and Work (**Textbook: Pages 47 - 58**)

-Present Progressive: Statements/Questions/Short answers

-Simple Present vs. Present Progressive

Week 8

Community Service (Oral presentations)

Week 9

Community Service (continuation of oral presentations)

Music History: Great Composers (**Textbook: Pages 59 - 68**)

-Simple Past: Statements/Questions/Short answers

Week 10

Geology: The Earth and Earth Quakes (**Textbook: Pages 69 - 80**)

-Common Irregular Past forms and Simple Past Time Expressions:

- Past progressive: Statements/Questions/Short answers (Textbook:

- Simple Past vs. Past progressive

Week 11

Geology: A Field Trip (**Textbook: Pages 81 - 90**)

-Future-Be going to/Will: Forms

-Be going to vs. Will: uses

Week 12

Social Sciences: Child Development (**Textbook: Pages 91 - 103**)

- Subject, and Object Pronouns (direct and indirect object)

- Possessive, Reflexive, Reciprocal and Pronouns

Week 13

-Adjectives and Adverbs (Textbook: Pages 105 - 120)

-Comparative and superlative adjectives and adverbs

- Reflection and discussion of work done - Paragraph writing (Provided by professor)

Week 14

Writing

Week 15

Post Test

Review for final test

***NOTE: [Course Content - Minimum Requirements are in boldface]**