

Academic Year 2014

SYLLABUS

- I. COURSE CODIFICATION/TITLE** English 3021 – Oral and Written English
- II. CREDITS PER SEMESTER** Three
- III. CONTACT HOURS** Forty-five hours
- IV. APPROXIMATE DISTRIBUTION OF TIME** See Course Content Section (Part VIII)
- V. PREVIOUS REQUIREMENTS** English 3102 or 3104

VI. COURSE DESCRIPTION

This course is designed so that future elementary school teachers can develop accuracy and fluency in oral and written English. The language lab will provide intensive practice in the intonation, pronunciation, and rhythm of the language.

VII. COURSE OBJECTIVES

A. General

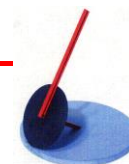
1. By the end of the semester, each student will be able to express himself or herself orally and in writing with a 70% accuracy in order to serve as a model in the educational role.
2. As the professor complies with the regulations of the inclusion law, the students will
 - a. Receive an education in the least restrictive environment according to their special needs, abilities, and the availability of resources
 - b. Be treated with respect according to their individual differences

B. Specific

1. Structure

After intensive practice in the classroom, the student will achieve at least 70% of competency in the following skills:

- a. identify run-ons and sentence fragments
- b. correct run-on sentences and avoid them in writing
- c. change sentence fragments into complete sentences
- d. combine independent and dependent clauses to form different sentence patterns
- e. use coordinating and subordinating conjunctions correctly in sentences
- f. correct sentences by using modifiers correctly



- g. construct sentences using modifiers correctly
- h. produce sentences expressing agreement of pronouns and antecedents

2. Phonetics

Throughout intensive oral practice in class, the students will develop the following skills with at least a 75% of proficiency:

- a. differentiate aurally between selected English phonemes
- b. produce selected English phonemes correctly
- c. memorize the International Phonetic Alphabet (vowels)
- d. use the appropriate intonation and rhythm of the English language
- e. understand and use concepts related to phonetics

3. Reading

After reading articles related to education, the students will master the following skills with an 80% of accuracy:

- a. identify the main idea of assigned articles
- b. summarize important details from the articles
- c. analyze assigned articles in order to give possible solutions to classroom situations

4. Writing

Throughout the course, the students will complete the following with 70% of mastery:

- a. write paragraphs on assigned articles
- b. use concepts of unity and coherence in their writings
- c. organize and develop ideas using coordination and subordination in paragraphs

VIII. COURSE CONTENT

A. Requirements in Structure (24 hours)

- 1. Sentence fragments
- 2. Run-on sentences
- 3. Independent and dependent clauses
- 4. Sentence structure
- 5. Coordination and subordination
- 6. Parallelism
- 7. Agreement of pronoun and antecedent
- 8. Any other material according to the needs of the students



B. Requirements in Phonetics (12 hours)

1. /i/ and /I/ sounds
2. /e/ and /ɛ/ sounds
3. /æ/ and /a/ sounds
4. /ə/ and /ɜ/ sounds
5. /u/ and /U/ sounds
6. /o/ and /ɔ/ sounds
7. /ʌ/ and /ə/ sounds
8. Vocabulary dealing with phonetics

C. Requirements in Reading (4 hours)

Analysis and discussion of assigned articles oriented toward real classroom situations.

D. Requirements in Writing (5 hours)

1. Written reports on the assigned articles from newspapers and magazines
2. Written assignments analyzing current issues on education
3. Paragraphs using the structures studied in class

Note: 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, working on projects, providing community service or community service learning, and preparing for tests.

IX. GRADE DISTRIBUTION CRITERIA

¼ Two partial test (100 each)*	= 200%
¼ Quizzes on vowels	= 100%
¼ Weekly work (accumulating points)	= 100%
1. Assignments (to be handed in on specific dates)	
2. Participation	
3. Oral and written reports	
4. Group work	
5. Attendance**	
¼ Mini lesson (substituting the final test)	= 100%

***Depending on time schedule, tests could be administered out of class hours.**



****NOTE:** Attendance is compulsory according to the University Bylaws. If a student has absences with no reasonable excuse, **five (5)** points from the total points given to attendance will be deducted for each absence. Tardiness will also be evaluated in this section.

Grading System

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

X. TEXTBOOKS AND MATERIALS

A. Textbooks

Orion, G. F. (1997). **Pronouncing American English: sounds, stress, and intonation**, 2nd ed. New York: Heinle & Heinle Publishers.

Salome, W. and S. McDonald (2011). **Inside writing: a writer's workbook/Form A**, 7th ed. Australia: Thomson & Wadsworth Publishers.

Any English-Spanish/Spanish-English dictionary

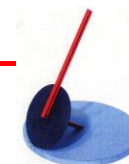
B. Magazines and Journals for written and oral reports

1. The Education Digest
2. The Elementary School Journal
3. Education
4. The English Journal
5. Today's Education
6. Any other appropriate reading material available

C. Textbooks and guides used in the **first** and **second grades** in the **public** school system.

D. Internet sources (approved by the professor)

1. PROQUEST
2. ERIC
3. Any other source appropriate to the topic under discussion



XI. METHODOLOGY

In order to aid the students of English as a second language in achieving fluency in the spoken and written language, the professor will choose the most appropriate approaches and techniques according to the students' needs and capabilities. Each professor must consider an eclectic approach which best suits the students' academic level and the linguistic material to be taught.

XIV. IMPORTANT CLASS NOTES

1. Quizzes are unannounced. No make-ups will be given.
2. Exams will be announced at least one week in advance. Make-ups for exams will be given provided the student has a reasonable excuse for his/her absence. The student must request the make-up personally. He/She has **one** week after his/her absence to make the request and to take the test.
3. Any student found committing fraud during a test will receive a zero (0) grade on the test.
4. All written work to be handed in must be computer typed. Test and quizzes must be done in **ink**. Bring your own pen and liquid eraser.
5. Assigned written work must be handed in on the specific given date. Five points will be deducted for each day past the due date. No plastic covers please.
6. 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.
7. Attendance to class is compulsory as stated in the students' bylaws manual. A student absent or late to class is responsible for the work given or assigned during his/her absence.
8. Absence will be excused during the semester if the student has been hospitalized or sick or death has occurred in his/her immediate family. It is the student's responsibility to notify the professor the situation and present a valid excuse for the days being absent. More than seven (7) hours absent to class with no reasonable excuse will definitely affect a student's final grade.
9. Incompletes are not an obligation on the professor's part. They are considered only under real special conditions after a close examination of the case.





10. Any written work to be handed in must be given to the professor personally. Otherwise, the professor is not responsible for the loss of the material or for not receiving it on time.
11. Please, once in the classroom, **turn off cellular phones, beepers, IPOD, and electronic notebooks**. Use the vibration mode if you are expecting an important call during the class period.
12. You must buy the required texts for this course. Bring them to class since no photocopies or sharing books will be allowed, unless these have been approved by the professor.
13. Follow all written or oral instructions given in class, especially in quizzes, test or hand in assignments.
14. Appropriate technological etiquette will be negotiated with the professor during the beginning of the semester. *****Any student who is found during class utilizing computers and/or cellphones 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.
15. Computer assisted instruction will be available through Moodle.
16. Title V Project facilities (CCI) provide students with computers to access the Internet.
17. Students must verify their access to the Moodle platform. A component of the course will be covered through material available at the MOODLE site.
18. Should a student have any problem(s) which could affect his/her class performance, it is his/her obligation to establish immediate communication with the professor so as to get assistance according to the need(s) and minimize the negative impact in his/her final grade.

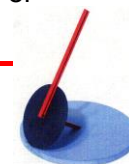
XV. REFERENCES

Kenyon, J. S. & Knott, T.A. (1953). *A pronouncing dictionary of American English*. Springfield, Mass.: G & C. Merriam Company Publishers.

Page, W. & Glazier, T.F. (2009). *The least you should know about English writing skills, Form A*, 10th ed. United States: Wadsworth CENGAGE Learning.

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.

Academic Year: 2015

Last Revision: August 2015





Secretary's Office

P. O. Box 7186
Ponce, PR 00732

CERTIFICATION 2013-2014-60

As *Pro Tempore* Secretary of the Academic Senate of the University of Puerto Rico in Ponce, I,
Jaime Atilés Calderon, **DO HEREBY CERTIFY THAT:**

The Academic Senate, in its ordinary meeting held on Tuesday, April 29, 2014 approved,
unanimously, the translation of the:

Mission of the University of Puerto Rico in Ponce

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.

HEREBY CERTIFY, to remit it to the corresponding university authorities, issue this certification
in Ponce, Puerto Rico, today, Thursday, May 8, 2014.




Jaime Atilés Calderón
Pro Tempore Secretary

DRC/drc

Tentative Schedule of Work

August 2015
English 3021

WEEK I

Introduction to the course
Identification of student's needs – Pretest
Getting started – Assign reading of article
Explanation of the guidelines to follow for the mini lesson

WEEK II

Oral discussion of assigned article
Review: Kinds of Phrases
Sentence Structure–**Inside Writing** Chapter One, Section One – pp.1-24
Introduction to the phonetic system
Understanding Phonetic concepts – Discuss handout with phonetics vocabulary.
(Material provided by the professor)

WEEK III

Independent and dependent clauses - **Inside Writing** Chapter Two, Section One
– pp. 80-84
Subordination process – (see above mentioned pages)
Assignment on additional reading for groups reports
Pronunciation: [i] vs. [I] sounds

WEEK IV

Sentence Fragments - **Inside Writing** Chapter Two, Section Three –
pp. 109-112; 121-123

Pronunciation : [e] vs. [ε] sounds

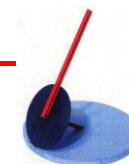
Test I

WEEK V

Run-ons: Fused Sentences and Comma Splices – **Inside Writing** Chapter Two,
Section Three pp. 113-120; 124

Coordination – Sentence combining exercises – **Inside Chapter** Chapter One
pp. 50-58

Pronunciation: [æ] vs. [a] sounds



WEEK VI

Review sentence types: Simple, compound, complex, and compound-complex –
Inside Writing Chapter Two, Section Two – pp. 93-100
Paragraph using different sentence patterns
Pronunciation: Review of all sounds given up to now.
The professor will provide the material.

WEEK VII

Discussion of the Law ADA (for persons with disabilities) – Movie or video
Sentence combining exercise – **Inside Writing** Chapter Two, Section Four –
pp. 127-132
Pronunciation: [^] vs. [ə] sounds and additional material provided by the
professor.

WEEK VIII

Pronunciation : [ə̃] vs. [ɜ̃] sounds and additional material provided by the
professor
MINI FIELD RESEARCH PRESENTATIONS

WEEK IX

Test II
Pronunciation: [o] vs. [ɔ] sounds

WEEK XI

Sentence Variety Exercises – **Inside Writing** Chapter Four, Section Four –
pp. 255-261
(Additional exercises are provided on pages 384-389)
Paragraph writing practice: “Narrating an Event”. **Inside Writing** Chapter One,
Section Five – pp.58-71

WEEK XII

Practice on paragraph writing continued
Pronunciation: Practice on phonetic transcription using vowels and simple
consonants

WEEK XIII

MINI LESSONS

WEEK XIV

MINI LESSONS





English Department

Dean of Academic Affairs

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WEEK XV
MINI LESSONS

Revised in August 2015

