

English Department

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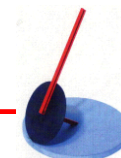
SYLLABUS
2015-2016- II

- I. Course Title** : Basic English 3102
- II. Course Code** : INGL 3102
- III. Credits per Semester** : Three
- IV. Contact Hours** : Forty-five hours per semester
- V. Previous Requirements** : Successful completion of English 3101
- VI. Co-Requisite** : English 3114 (LAB)
- VII. Course Description** : Intensive course in grammar, writing, pronunciation, conversation, and reading for the interpretation and acquisition of vocabulary. The English laboratory will serve to help in the development and use of the skills acquired in class, emphasizing the oral aspect.

VIII. Course Objectives:

A. General Objective:

To aid the students of English as a Second Language in achieving fluency in the spoken and written language.



B. Specific

By the end of the course, the student will have developed the following skills in the areas indicated with at least a 70 percent degree of proficiency:

1. Aural-Oral Skills (Listening-Speaking) (15 hours-Laboratory)

Through classroom and laboratory practice, the student will:

- 1.1 distinguish the similarities and differences between commonly confused English and Spanish sounds.
- 1.2 pronounce correctly the English sounds which are confusing to Spanish speaking students.
- 1.3 self-correct articulation errors.
- 1.4 communicate original ideas clearly and effectively.
- 1.5 share ideas orally in the discussion of short stories.

2. Structure (33 hours)

Through intensive oral and written practice in the classroom, the student will:

- 2.1 use the present and past perfect tenses correctly.
- 2.2 identify time expressions to determine the correct verb tense to use.
- 2.3 use **for** and **since** with the present perfect tense.
- 2.4 construct sentences following tense consistency.
- 2.5 distinguish among the different types of phrases: prepositional, participial, gerund, infinitive, and appositive.
- 2.6 identify independent and dependent clauses.
- 2.7 identify simple, compound, complex, and compound-complex sentences.
- 2.8 combine simple sentences using conjunctive adverbs, coordinating conjunctions, or semicolon to form compound sentences.
- 2.9 use subordinating conjunctions to form complex sentences.

3. Reading (6 hours)

Through interaction with short stories, the student will:

- 3.1 summarize a story orally and in writing to demonstrate comprehension.

- 3.2 analyze the plot of a short story by examining its component parts (exposition, rising action, climax, turning point, and conclusion).
- 3.3 identify and analyze the conflicts in a short story (man vs. man, man vs. himself, man vs. nature, and man vs. society, man vs. God, man vs. death, man vs. fate)
- 3.4 infer meaning from symbols used in stories.
- 3.5 analyze the main theme.
- 3.6 relate themes and situations in the stories to everyday life experiences and values, orally and/or in writing.

4. Writing (6 hours)

Upon the completion of the grammatical and reading components of the course, the student will

- 4.1 construct sentences using the grammatical structures studied.
- 4.2 produce sentences using college level vocabulary.
- 4.3 write original simple, compound, complex, and compound-complex sentences.
- 4.4 write clear paragraphs
- 4.5 punctuate sentences using the comma, semicolon, and apostrophe correctly.

5. Physically Challenged Students (throughout semester)

Through written and/or oral means, the students will

- 5.1 promote the interaction among all students including those with special needs.
- 5.2 educate students about the equal opportunities and rights of the physically challenged individuals.

6. Cultural Development (throughout the semester)

Through reading themes on historical and cultural dimensions, the students

will

6.1 gain insight into American, Puerto Rican, and other cultures.

6.2 interpret the differences and/or similarities between cultures.

6.3 contrast the cultures to broaden their knowledge of American society.

6.4 express their appreciation for famous American, Puerto Rican and
International icons.

6.5 practice dealing with situations such as holidays, traditions, and the lives
of exemplary people.

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. Methodology

In order to aid the student of English as a Second Language in achieving fluency in the spoken and written language, the professors 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 content to be taught. Whenever possible, the professor will integrate the projectors, videos, and laptops available at the Title V facilities and elsewhere on campus and any other educational technology available.

X. Course Content-Minimum Requirements

A. Listening-Speaking

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

2. Additional practice will be provided.

B. Structure

1. Verb tenses

a. present perfect and past perfect

2. Phrases (prepositional, participial, gerund, infinitive, and appositive)

3. Sentence variety

a. clauses (dependent and independent)

b. sentences (simple, compound, complex, and compound-complex)

4. Conjunctive adverbs and coordinating conjunctions

5. Subordinating conjunctions

6. Semicolon and comma

C. Reading

1. Elements of fiction in short stories

2. Three short stories taken from the reading text

3. One assigned independent library reading

4. One short story reading selection for the final test to be chosen by the professor.

D. Writing

1. Construct original sentences using the grammatical structures studied.

2. Compose simple, compound, complex, and compound-complex sentences.

3. Write short paragraphs reacting to the short stories.

4. Provide additional writing activities according to the students' needs.

E. Physically Challenged Students

1. Special accommodation according to students' needs

F. Culture Development

1. Vocabulary and expressions used in the USA and other ESL speaking countries

2. Biographical facts on famous American and international persons

3. Holiday traditions

4. Cultural customs

XI. Library Instruction (In as far as physical facilities allow)

<i>Objective</i>	<i>Activities</i>	<i>Strategy</i>
1. Given an assigned independent reading, the student will select a short story from the reading list provided by the professor. Short stories may also be available in the Reserve Section and/or Moodle	1. Choose a short story.	1. Contact the information librarian or reader's advisor (PRODAB) and/or any other library resources available.
2. While reading the chosen short story for comprehension, the students will use available library resources.	2. Select from among the dictionaries available in the library those most appropriate to aid in comprehending the short story.	2. Work individually and/or with help of the librarian.
3. Having comprehended the short story, the students will analyze and interpret it.	3.1 Locate relevant biographical information about the author. 3.2 Consult and evaluate different sources of literary criticism.	3. Work individually and/or with help of the librarian.
4. After understanding, analyzing, and interpreting the short story, the student will hand in a written report enhanced by multimedia aids, if possible.	4. Locate and make use of the resources.	4. Library guidelines provided by the classroom professor.

XII. Student Evaluation Procedure

The professor will use the following means for arriving at the final grade in English 3102:

- 1/4 At least two-partial tests
- 1/4 Laboratory grade
- 1/4 Quizzes, and/or assignments, oral activities, paragraphs, class participation, or any other relevant activities.
- 1/4 Final Test

XIII. Grading System

100-90 A

89-80 B

79-70 C

69-60 D

59-0 F

XIV. Textbooks and Materials

Torres, F., Ortiz, L., Alicea, J., Laó, H., Le Compte, P. & Megill, R. (2014). Grammar Skills for Basic English. Cengage Learning: Ohio.

Recommended Harper Collins Spanish/English Dictionary (1998).

Any other material prepared by the professor

Audio-Visual and written material from the library

If possible, professors may also enhance their teaching learning process selecting from the list below:

1. Internet
2. Moodle or BlackBoard Platform for Distance Learning
3. Lap-tops (CAAEF)
4. In-focus Projector (CAAEF)
5. Smartboard

XV. References (To be used upon availability)

1. Local and international online newspapers: Puerto Rico Daily Sun, The New York Times, USA Today, among others
2. Magazines
3. Audiovisual Material
4. Multimedia
5. Computer Technology
6. The World Wide Web

7. Cable TV (Local, CNN, CBS, ABC, NBC, among others)
8. Other reading material recommended by the professor

XVI. Other Important Information

1. You must purchase the required text, and bring it to class. Remember that photocopying a book with the intention of not buying it is a federal crime and will not be sponsored, under any excuse or pretense, in this course.
2. Attendance is compulsory. According to an amendment made 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 economic aid for the semester. Your absences will definitely affect your final grade.
3. Attendance to class and punctuality are compulsory for all students.
4. Once in class, remain in the classroom unless an emergency occurs.
5. Active participation in all classroom activities is essential to successful completion this course.
6. Make-up tests are discretionary. You are responsible for requesting a make-up immediately after returning to class if you have a justifiable reason for your absence, but you are not entitled to a substitute test.
7. Announced and unannounced quizzes will be given throughout the semester.
No make ups will be given for quizzes.
8. Learn your professor's name and office hours for your personal reference.
9. Cellular phones must be turned off during class unless an emergency warrants that they be on. Avoid any kind of interruptions.
10. Tests might be given out of class schedule, if necessary. Attendance is compulsory.
11. Communication with the professor and responsibility concerning class duties are expected.
12. Computer assisted instruction will be available in the textbook sites.
13. Student And Faculty Academic Support Service Center (SFASS Center) provide students with computers to access the Internet.

14. Law 51: As the professor complies with the regulations of the inclusion law (Law 51), the students should be able to:
- 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.
 - c) contact the professor during the first week of class to make any necessary arrangements.
15. Students must verify their access to the MOODLE Platform. A component of the course will be covered through material available at the MOODLE site.

Special Accommodations

According to the Americans 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 student can contact extensions 2502, 2503 or 3060.

INSTITUTIONAL AND ENGLISH DEPARTMENT GOALS ALIGNMENT

Institutional Vision (Certification 2009-2010-30)

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.

Visión Institucional

Ser el centro universitario de Puerto Rico que con más efectividad fomenta el desarrollo de las potencialidades de sus estudiantes para que contribuyan destacadamente al bienestar del País.

Departmental 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.

Visión del Departamento

El Departamento de Inglés de la Universidad de Puerto Rico en Ponce está centrado en la formación de egresados competentes y proficientes, en el área lingüística, académica y cultural dentro del contexto comunicativo del inglés como segundo idioma con el fin de desarrollar profesionales capaces de responder a los retos de la sociedad.

Institutional Mission (Certification 2009-2010-31)

The University of Puerto Rico in Ponce is a public institution that is committed to the development of professionals with comprehensive academic preparation by means of effective and challenging teaching techniques. This process is aided by the creative and research activities which the institution disseminates. The University fosters community service, enriching educational experience, and student support services.

Misión Institucional

La Universidad de Puerto Rico en Ponce es una institución pública comprometida con el desarrollo de profesionales de una formación integral a través de la enseñanza efectiva y retadora asistida por la creación, la investigación, la divulgación, el servicio a la comunidad, experiencias educativas enriquecedoras y servicios de apoyo al estudiante.

Departmental 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.

Misión del Departamento

El Departamento de Inglés de la Universidad de Puerto Rico en Ponce tiene como fundamento preparar futuros profesionales con la capacidad para usar el inglés como medio de comunicación y ser un miembro útil a la sociedad.

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

Tentative Schedule English 3102

Week I

1. Introduction to the course and identification of students' needs & Pre-Test
2. Introduction to the elements of the short story (material provided by the professor)

Week II

1. Reading & Discussion of a short story (the professor will assign a short story from a list provided)
2. Review of verb tenses (simple and progressive forms) (Material provided by professor)
 - a. Simple present and present progressive
 - b. Simple past and past progressive
 - c. Simple future

Week III

1. Present Perfect
 - a) Textbook: pp. 123-132
 - b) Use of since and for : pp. 133-135

Week IV

1. Continue practice on present perfect tense pp.136-142
2. Simple past vs. present perfect (Material provided by the professor)

Week V

1. Past perfect pp. 143-149
2. Simple past vs. past perfect pp. 149-153

Week VI

1. Review past perfect vs. simple past (Material provided by the professor)
2. Review present and past perfect tenses.

Week VII

1. Oral Presentations on Assigned short stories
2. Evaluation

Week VIII

1. Kinds of phrases: prepositional, infinitive, participial, gerund and appositive.
Textbook: pp. 155-169
2. Prepositional phrases, participial phrases and appositive phrases (material provided by the professor)

Week IX

1. Identify and contrast the different kinds of phrases (Material provided by professor)
2. Independent and dependent clauses (main and subordinate)
Textbook: pp. 171-176
(Additional material provided by the professor)

Week X

1. The four sentence types: simple, complex, compound, and compound-complex)
pp. 177-195
2. Use of subordinating conjunctions (and comma) to form complex sentences,
(material provided by the professor)

Week XI

1. Building a sentence: simple and compound sentences (material provided by professor)
2. Building a sentence: complex and compound-complex (material provided by professor)

Week XII

1. Reading and discussion of a short story. (The professor can choose from the suggested readings).
2. Reading and discussion of a short story.

Week XIII

1. Paragraph writing activities, introduction, supporting details, and conclusion. (Material provided by the professor)

Week XIV

1. Any other material not covered yet

Week XV

1. Post-test

Suggested Readings:

Can-Can
The Story of an Hour

The Legacy

Mother

My Oedipus Complex

Miss Brill