

**SYLLABUS**

- I. COURSE TITLE:** Introduction to Speech Communication  
(Conversational English)
- II. CODIFICATION:** ENGL 3191
- III. CREDITS:** three credits (3)
- IV CONTACT HOURS** 45 hours
- 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.
- V. PRE-REQUISITIES:** English 3101 – 3102 or 3103 -3104, 3202 or 3221-3222
- VI. COURSE DESCRIPTION:**

Corrective speech training to develop fluency and accuracy in conversation and exercises in the listening-comprehension of spoken English, all integrated with language laboratory practice.

**VII. COURSE OBJECTIVES:****A. General objectives**

1. Throughout the exposure to current social issues, the students are expected to react to these orally with fluency and accuracy in the English language, using the different levels of diction from familiar to professional.

**B. SPECIFIC OBJECTIVES:**

Through different oral activities during the semester, each student is expected to have developed the following objectives with at least 75% of accuracy:

1. Define language and communication.
2. Compare language and communication carried out in society.
3. Identify and define the steps in the communication process.
4. Provide examples of physical and psychological barriers in communication.
5. Identify language purposes.
6. Use real life examples to illustrate communication barriers, purposes, etc.
7. Explain his/her personal and professional goals using the English language.
8. Use logical agreement and disagreement statements in his/her discussions.
9. Compare social conversation with the other types of conversations styles.



10. Analyze selected articles on social, psychological, or mental health issues.
11. Integrate in panel discussions of current controversial issues and their social and psychological effects.
12. State possible solutions to social psychological, or mental health case.
13. Analyze cases and situations presented through videos and/or readings.
14. Pronounce word endings and troublesome vowels and consonants through lab activities.
15. Use the correct stress and intonation patterns in his/her oral production.
16. Organize correctly all elements to present oral reports going from the informal to the formal presentations.

**C. SOURCES:**

Alicea, J. (2010). Introduction to Speech Communication. (4<sup>th</sup> ed.).Ohio: Cengage.  
 Selected readings from magazines, newspapers and the other sources from the library or the library or the Internet (to be approved by the professor)  
 Selected videos  
 English lab material (for oral discussions) prepared by the professor

**D. EVALUATION:**

- 1 partial test
- Informal oral presentations (individually and in groups)
  - \* real heroes
  - \* health campaign
  - \* analysis of essays
- Formal oral presentation, including field research from library or web sources (group work)
- English lab performance (oral discussions) (from 3 to 4 sessions)
  - \* The Real Me
  - \* Towns of Puerto Rico
  - \* Nuclear Energy
- \* Peace in Today's Society

**SUGGESTION FOR RECOMMENDED STUDY TIME**

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 learning service, and preparing for tests

**E. GRADING:**

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

**VIII. COURSE CONTENT:**

- A. Language (9 hours)
1. Definition
  2. Its role
  3. setting personal goals
  4. communication process
  5. nature and purpose of communication
  6. social/cultural influenced conversation
  7. fears and self-confidence

- B. Organization for an oral presentation (1 hour)
- C. Real Heroes/ The Country of My Dreams (8 hours)
- D. Today's family and parenting (rights and duties) (4 hours)
- E. Media, video games, cyber terror: implications (8 hours)
- F. Social issues (racism, gender roles, values, among others) (9 hours)
- G. Respect for nature (3 hours)
- H. Health care, ethics, and society (3 hours)

**IX. OTHER SOURCES:**

- a. Magazines
- b. Audiovisual Material
- c. Other reading material recommended by the professor or the students

**X. METHODOLOGY:**

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

**XI. ASSESSMENT TECHNIQUES:**

Various assessment techniques are used throughout the course, among which are:

- a. Critical analysis
- b. Summarizing
- c. Cooperative learning
- d. Oral Communication Rubrics

**XII. LIBRARY INSTRUCTION:**

<b>OBJECTIVE</b>	<b>ACTIVITIES</b>	<b>SOURCES</b>
1. Through library research, the student will analyze current social issues.	1.1 Read three or more articles related to a specific social issues. 1.2 Use the library sources to comprehend what he/she reads. 1.3 Interpret the cases or problems presented according to nowadays social standards.	1.1 Contact a librarian to help him/her gather information. 1.2 Uses dictionaries or other written material available which can help in the research.
2. After reading and analyzing the articles selected, the student will develop a written outline and prepare for a formal oral presentation.	2.1 Use the library resources to prepare a well-developed outline. 2.2 Present an oral presentation to professor and classmates following the guidelines established. 2.3 Prepare a well-organized list of references to document his/her research.	2.1. Use all library human and physical resources to prepare both the written outline and the list of references.

### **XIII. OTHER REFERENCES:**

Ackley, K. (2003). *Perspectives on contemporary issues*. (3<sup>rd</sup> ed.). Boston: Tomson/Heinle

Ackley, K. (2001). *Essays for contemporary culture*. (4th ed.). Boston: Heinle & Heinle

O'Neill, M. (2002). *Popular culture: Perspectives for readers and writers*. Boston: Heinle & Heinle.

Shaw, R., et. al. (2001). *Our Lives, Our Worlds: A thematic reader*. Orlando: Harcourt College Publishers.

Silberstein, S., Dobson, B., and Clarke, M. (2005). *Reader's Choice* (4th ed.). Michigan: University of Michigan.

Note: Internet sources to be used must be approved by the professor teaching the course.

### **XIV. IMPORTANT CLASS NOTES:**

1. Exams will be announced at least one week in advanced. 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 take the test.
2. Attendance to class is compulsory as stated in the student's bylaws manual. A student absent or late is responsible for the work given or assigned during his/her absence.
3. Absences will be excused during the semester if the student has been hospitalized or sick or if death has occurred in his immediate family. It is the student's responsibility to notify the professor of the situation and present a valid excuse for the excuse for the days absent. More than seven (7) hours absent to class with no reasonable excuse will definitely affect the student's final grade.
4. Incompletes are not an obligation on the professor's part. They are considered only under real special conditions and after a close examination of the case.
5. Please, once in the room, turn off cellular phones. Use the vibration mode if you are expecting an important call.
6. **You must buy the require text for this course. Bring it to class since no photocopies or sharing books will be allowed, unless these have been approved by the professor.**
7. Follow all written or oral instructions given in class, especially in quizzes, tests, or hand in assignments.
8. 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 to the need and minimize the negative impact in his/her final grade.

### **XV. POSSIBLE TOPICS FOR FINAL RESEARCH:**

- a. Alcoholism in teenagers and young adults
- b. Domestic violence or child abuse and its social implications
- c. Legalization of drugs or prostitution
- d. Death penalty
- e. Elderly citizens/Aging population
- f. Terrorism and its social implications
- g. Drop outs in Puerto Rico
- h. Subliminal messages (ads, movies, among others)
- i. Biogenetics/Biotechnology and its social implications
- j. Baby Boomers vs. X and Y generations
- k. Consumerism and its social implications
- l. Human trafficking/sex exploitation (men, women and children)
- m. Bullying and Cyber bullying and its social implications
- n. Pollution and global warming (current and future implications)
- o. Violence in the Puerto Rican society
- p. Experiments using human beings and animals

- q. Abortion
- r. Euthanasia
- s. Sexual enhancers in young people
- t. Racism in the 21<sup>st</sup> century
- u. Puerto Rican emigration in the 21<sup>st</sup> century
- v. Women rights
- w. Sexual harassment
- x. Birth control and its implications
- y. Renewable energy (sources)
- z. Any other topic of interest to the students and appropriate to the course

### **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 Students Affairs (Office 204) or through the electronic address [estudiantiles@uprp.edu](mailto:estudiantiles@uprp.edu). For more information, the students can contact extensions 2502, 2503, or 3060.

## **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**

<b>INSTITUTIONAL GOALS</b>	<b>DEPARTMENT GOALS</b>
<p>1. To develop professionals who possess the knowledge, skills, and dispositions necessary to contribute responsibly to their social, cultural, and environmental surroundings.</p>	<p>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</p>
<p>2. To offer and develop baccalaureate, associate, and transfer programs and other enriching educational experiences in response to the needs of society.</p>	<p>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</p>
<p>3. To cultivate knowledge through creative activities, research, and dissemination</p>	<p>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</p>
<p>4. To provide professional development opportunities to faculty and administrative personnel in order that they may contribute to the enhancement of institutional quality.</p>	<p>4. To develop human appreciation and ethical values</p>