

**UNIVERSITY OF PUERTO RICO - AGUADILLA
ENGLISH DEPARTMENT**

COURSE SYLLABUS

COURSE TITLE	:	Oral and Written English I
COURSE CODE	:	INGL 3021
PROFESSOR	:	Carmen I. Cabán Ramírez
NUMBER OF CREDITS	:	3
NUMBER OF CONTACT HOURS	:	3
PRE/CO-REQUISITES	:	Completion of INGL 3102 or INGL 3104, or a score of 3 or more on the CEEB Advanced Placement Test
SEMESTER AND ACADEMIC YEAR	:	First Semester 2005-2006

COURSE DESCRIPTION:

Oral and Written English as been designed for future elementary school teachers. Its major objective is to develop correctness and fluency in oral and written English.

COURSE GOALS:

To develop and enhance the future teacher's abilities and confidence necessary for the elementary level teaching of English in the school system of Puerto Rico. Furthermore, the course aims to help students overcome their fear of communicating in English.

OBJECTIVES:

Upon completion of the course the students will:

1. Recognize selected American English phonemes.
2. Articulate and produce correctly selected phonemes.
3. Produce words, phrases and structures orally using correct pronunciation rhythm and stress.
4. Express themselves freely in spoken English within the classroom environment.
5. Read and summarize orally and in writing short reading selections.
6. Relate what is read to personal experiences.
7. Write complete sentences and coherent short paragraphs and compositions using correct word order, punctuation, capitalization, and subject/verb agreement.
8. Familiarize the students with the history of pronunciation teaching, the sound system and the NEA phonetic alphabet.
9. Do research on teaching methods, techniques, strategies and approaches related to oral and written language.
10. Use the computer as a tool for writing, revising, and information gathering.

COURSE CONTENT AND TENTATIVE DISTRIBUTION OF TIME:

Week	Theme	Chapter / Unit
August 9-18 (6 hrs.)	Introduction to the course Introducing a classmate Workshop (oral and written practice) Functional use of personal pronouns and auxiliary verbs. International Phonetic Alphabet <ul style="list-style-type: none"> • Vowel and consonant • Systems The History and Scope of Pronunciation Teaching <ul style="list-style-type: none"> ▪ Key concepts ▪ Discussion Questions ▪ On the Cassette The Phonetic alphabet Impromptu class writing workshop Quiz I	Ice Breaking Activity Chapter I Exercises Listening Activity
Aug. 19-Sept. 8 (8 hrs.)	Research on the Teaching and Acquisition of Pronunciation Skills New directions on Research <ul style="list-style-type: none"> ▪ Key Concepts ▪ Discussion Questions ▪ Interviews Formal Oral Presentation I Impromptu Creative Writing Assigned Writings Test I	Chapter 2 Exercises Oral & written Practice
Sept. 9-22 (6 hrs.)	The Consonant System <ul style="list-style-type: none"> ▪ The Phonemic Alphabet ▪ NAE Place of Articulation Diagram ▪ Manner of Articulation ▪ Classification of NAE Consonant Phonemes ▪ Key Concepts ▪ Discussion Questions ▪ Preparing Teaching material ▪ On the Cassette Oral Presentation II Impromptu Class Writing Assigned Writings Annotated Bibliographies Due	Chapter 3 Exercises Listening Activity Written And Oral Practice
Sept 23- Oct 19 (7 hrs.)	The Vowel System <ul style="list-style-type: none"> ▪ Classification of Vowels ▪ Pedagogical Priorities ▪ Key concepts ▪ Discussion Questions ▪ Preparing Teaching Material Impromptu Creative Writing Workshop Oral Presentation III Test 2	Chapter 4 Exercises Writing and oral Practice

Week	Theme	Chapter / Unit
Oct. 20	Midterm: Research Project on specific pronunciation teaching techniques, strategies, methods and approaches, and teaching ideas. (Collaborative Learning)	
Oct. 20-Dec. 1 (16 hrs.)	Student's creative presentation of workshops pertaining to effective teaching — learning in elementary grades exposing oral and written Proficiency. (collaborative learning)	
Dec. 1	Final Project: Portfolios: containing personal evaluations and variations of each workshop presented by the professor and the students.	
Note: Portions of this syllabus is subject to change by professor.		

INSTRUCTIONAL STRATEGIES:

- Collaborative Learning
- Peer Interaction
- Group Work
- Panel Presentations
- Conferences
- Oral Discussions
- Class Discussions
- Free Writing
- Library Research
- Writing Tasks
- Oral Presentations
- Reaction Papers

TEXTBOOK:

Celce-Murcia, M., Brinton, D; and Goodwin, J. (2002). Teaching pronunciation: A reference for teachers of English to speakers of other languages. New York: Cambridge University Press.

EVALUATION STRATEGIES:

Quizzes	10 %
Test	25%
Formal Oral Presentation	10%
Research Project	20%
Impromptu Class Writings	10%
Assigned Writings	10%
Portfolios	<u>15%</u>
	100%

GRADING SYSTEM:

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

COURSE POLICIES:

- To pass the course, students must hand in written work on time, in class, in person. No paper will be accepted late. I am not responsible for anything left in my departmental mail box.
- Students are responsible for all class work. Attendance, participation and punctuality are required.

3. All written work is to be done in black ink on standard size composition paper.
4. Have the professor know on time any problem you may have that will interfere with the class.
5. No make-ups. If the student has a good excuse (serious illness or death of immediate family), the professor will substitute for an essay type test or quiz.
6. Make sure you do whatever needed before coming to class, as not to interrupt the class.
7. No use of beepers or cellular phones in the classroom.
8. Reasonable accommodations and evaluation adjustments will be provided to students who receive Law 51 services. Please notify the professor privately at the beginning of the semester.

BIBLIOGRAPHY:

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- Bygate, Martin. (1987). Speaking. Oxford: Oxford University Press.
- Grant, Linda. (2001). Well said: Pronunciation for clear communication. (2nd. edition). Boston: Heinle & Heinle.
- Lane, Linda. (1995). Focus on pronunciation: Principles and practice for effective communication. New York: Longman Publishing Group.
- Lonon, Linda L. and Lee, Linda. (1998). Writing workshop: Promoting college success. USA: Heinle and Heinle Publishers.
- Markline, Judy; Hawkins, Rose and Isaacson, Bob. (1999). Thinking on paper: A reading-writing process workbook. USA: Harcourt Brace College Publishers.
- Miller, Wilma. (2001). Strategies for developing emergent literacy. USA: McGraw-Hill.
- Nolasco, Rob and Arthur, Lois. (1994). Conversation. Oxford: Oxford University Press, 1994.
- Oshima, Alice and Hogue, Ann. (1988). Introduction to academic writing. USA: Addison Wesley.
- Rishel, Joann. (1988). Talk it over. Boston: Houghton Mifflin.
- Winkler, Anthony C., McCuen, Joe R. (1997). Writing talk. USA: Prentice Hall: Simon & Schuster / A Viacom Co .

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