

UNIVERSITY OF PUERTO RICO - AGUADILLA
DEPARTMENT OF ENGLISH
Bachelor of Arts in Education with a Major in
English with Multimedia Technology

COURSE SYLLABUS

COURSE TITLE	: Oral and Written English II
COURSE CODE	: INGL 3022
NUMBER OF CREDITS	: Three (3)
NUMBER OF CONTACT HOURS	: Three (3) per week
PRE/CO-REQUISITES	: Completion of ENGL 3021
SEMESTER AND ACADEMIC YEAR	: Second Semester 2009-2010

COURSE DESCRIPTION:

Oral and Written English II has 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 as a second language in the school system of Puerto Rico.

OBJECTIVES:

Upon completion of the course the students will be able to:

- ❖ Recognize, understand, and use a range of conventions in both spoken and written English. (TESOL 1.a,1.b) (NCATE 1).
- ❖ Recognize and associate the intersections of the sound system with other areas of the language such as listening, grammar, and parts of speech. (TESOL 1.a,1.b) (NCATE 1).
- ❖ Convey information and ideas through spoken and written English, using the conventions and features of the language appropriate to audience, purpose, and patterns/ rhetorical levels (TESOL 1.a,1.b) (NCATE 1).
- ❖ Apply self- correcting strategies using established criteria for effective oral and written presentations. (TESOL 1.a,1.b) (NCATE 1).
- ❖ Participate in formal and informal interactions applying the standards of different genre to effectively adjust spoken and written language production. (TESOL 1.a,1.b) (NCATE 1).
- ❖ Use critical and creative skills, as well as spoken and written language proficiency, to demonstrate how elementary children can be taught effectively. (TESOL 1.a,1.b) (NCATE 1).
- ❖ Write coherent short paragraphs and compositions using the conventions of the language. (TESOL 1.a,1.b) (NCATE 1).
- ❖ Discover new ways to generate ideas for compositions and creative writing tasks. (TESOL 1.a,1.b) (NCATE 1).
- ❖ Use the computer as a tool for writing, revising, and information gathering. (TESOL 1.a, 1.b) (NCATE 1).

PPM-UPRAg Professional Dispositions:

The PPM-UPRAg candidates demonstrate that they:

1. Respect diversity
2. Model and promote fairness
3. Demonstrate a reflective approach towards teaching and learning
4. Recognize that every student has the potential to learn and be successful

COURSE CONTENT AND TENTATIVE DISTRIBUTION OF TIME*

Dates	Topic	Material
Jan 19 - Feb 4 (9 hours)	Introduction to the course Reflection Speak and Talk p. 543 Speech: stress and rhythm p. 544 Stress Word stress Variable stress Stress and pronunciation Emphatic and contrastive stress Stress in sentence; rhythm Speech: Intonation - p. 546 Intonation in conversation Attitude Three patterns Intonation and misunderstandings Spelling - p. 548 Capital letters -ly -ise and ize Hyphens Final e y and i Doubling final consonant ch, tch, k and ck ie and ei Test I (100 pts)	Syllabus Oral and written practice

Dates	Topic	Material
Mar 26– April 20 (7 ½ hours)	Elements of Drama and Movie Movie “Freedom Writers” - Oral discussion and writing analysis using critical and creative thinking skills. - Emphasis on getting into teaching, learning about the students, and change. Test II (100 pts)	<i>Developing Academic Writing Skills</i> Handouts Internet
April 21 - May 13 (10½ hours)	Students’ creative presentations of a three days lesson plan pertaining to effective teaching-learning in the elementary grades. Students will present a demonstrative class of the conceptualization and application of the second day lesson plan. (Collaborative teaching and learning) (100 pts) Creative writing Debates	Demonstrative Class Presentation Rubrics

- * Scheduled time periods and dates for each general topic may vary depending on group needs.
- * The professor may add or delete information for the benefit of the course.

TEXT AND MATERIALS:

Swam, M. (2009), *Practical English Usage*. 3rd ed.
 Oxford University Press, USA

Cabán, C. I. (2008). *Developing Academic Writing Skills. Sections A and .B.* (Available at the Professor’s office)

INSTRUCTIONAL STRATEGIES

- | | | |
|---------------------------------------|------------------------|-------------------|
| Lectures and reflections | Independent reading | Oral Reports |
| Power Point Presentations | Collaborative Learning | Peer Interactions |
| Oral Discussions | Conferences | Debates |
| Impromptu /Assigned Creative Writings | | |

EVALUATION:

Tests and quizzes	300
Oral Presentations	100
Teaching Workshop Presentation	100
Creative Writing Project	50
Class participation and attendance	<u>50</u>
Total Points	600

GRADING SYSTEM:

- A 90 - 100
- B 80 - 89
- C 70 – 79
- D 60 - 69
- F 00 – 59

INTERNET RESOURCES

The following resources are available on the World Wide Web:

ABC Inglés <http://abcingles.net/>

About..com <http://esl.about.com/od/speakingenglish/a/voiced.htm>

Academic Info. Educational Subject Directory. <http://www.academicinfo.nett>

Dave's ESL Café: Resource for ESL/ EFL plus links <http://www.eslcafe.com/>

Devlin, J. (2004) *How to Speak and Write Correctly*. Project Gutenberg e-Book.
Accessed from the Website <http://manybooks.net>

Glossaries and Acronyms <http://www.freeality.com/glossari.htm>

HCT Electronic Library UAE. *Phonology and Pronunciation*.
<http://www.developingteachers.com>

Learning skills Program: Simplified Plans of Action for Common Types of Question Words
<http://www.coun.uvic.ca/learn/program/hndouts/simple.html>

Oral and Written English Language Conventions <http://www.kidsource.com/>

Purdue online writing Lab OWL <http://owl.english.purdue.edu/lab/index.html>
Scholarly Internet Resource Collections <http://infomine.ucr.edu>

Webfolios: Teaching Pronunciation <http://www.virtual.le.ucr.ac.cr/>

World Wide Web Virtual Library <http://www.vlib.org>

BIBLIOGRAPHY:

The following books are in the Library or in the Professor's Office:

Brown, S. & Smith, D. (2007). *Active Listening*. 2nd Ed. New York, NY: Cambridge University Press.

Cabán, C. I. (2007). *Academic Creative Writing Instructional Design*. (Available at the Professor's office).

Celce- Murcia, M., Brinton, D. & Godwin, J. (2000). *Teaching Pronunciation: A reference for Teachers of English to Speakers of Other Languages*. New York, NY: Cambridge University Press.

Duncan, M. and Friedrich, G (2006) *Oral Presentations in the Composition Course : A Brief Guide*. New York, NY Bedford/ St. Martin Press.

Chafee, J. (2005) *Critical Thinking, Thoughtful Writing*. 3rd Ed. Boston, MA: Houghton Mifflin Co.

Chan, M. (2006). *College Oral Communication 1. Houghton Mifflin English for Academic Success*.

Boston, MA: Houghton Mifflin Co.

Grant, Linda. (2001). *Well said: Pronunciation for clear communication*. 2nd. Ed. Boston: MA: Heinle & Heinle.

Lane, Linda. (1995). *Focus on pronunciation: Principles and practice for effective communication*. New York: Longman Publishing Group.

Meyers, A. (2006). *Composing with confidence: Writing effective paragraphs and essays*. 7th Ed. USA: Pearson Longman.

Nolasco, Rob & Arthur, Lois. (1994). *Conversations*. Oxford: Oxford University Press.

Singleton, J. (2002). *Writers at Work: A guide to basic writing*. 7th Printing. New York, NY: Cambridge University Press.

Strauch, A.O. (2006). *Writers at Work: The Short Composition*. New York, NY: Cambridge University Press.

Tunceren, L. & Cavusgil, S. (2006). *College Writing 4. Houghton Mifflin English for Academic Success*. Boston, MA: Houghton Mifflin Co.

Winkler, Anthony C., McCuen, Joe R. (1997). *Writing talk*. USA: Prentice Hall: Simon & Schuster / A Viacom Co.

REVISED: JANUARY 2010 (HS)
CICR/cicr

COURSE POLICIES

Assignments

- Students are responsible for all material assigned and/or covered in class. If absent, students should get the class notes from classmates.
 - Students should turn in all homework on time, in class, and in person. The professor will not be responsible for works left in her mailbox.
 - Assignments should be typed on standard 8-1/2" x 11" white composition paper using Times Roman font number 12. Assignments that do not fulfill this requirement will not be accepted.
 - Assignments submitted after the due date will lose five (5) points for each day it is late.
 - The following information should be included in the upper left-hand corner of all assignments: (five points will be deducted if any part of this information is not provided.)
 - Name and last name
 - Course and section
 - Date
 - The assignment's Title
- Staple your assignments in the upper left-hand corner. Do not put them in a folder.

Attendance is mandatory for this course

Students should report any problem that will interfere with their presence in class.

Textbook and materials

Students must have the required textbook and other materials such as dictionary, composition paper, and pen/ pencil.

Cell phones and Ipods

Please refrain from using cell phones and Ipods in this class. Turn them off, thank you.

Incompletes

If a student decides, for a justifiable reason, that he/she must request an incomplete for this course, they should do so in writing.

Plagiarism

Any student caught plagiarizing will receive an *F* in the course. Plagiarism is defined as the copying of words and/or ideas from another source (including another student), and claiming them as your own. Consult the professor or the writer's guide when in doubt. The professor reserves the right to take the case to the administration.

Quizzes

Short (10 - 15 minute) pop-quiz before class discussion of assigned material may be administered. There will be absolutely no opportunity to take this quiz after the 10-15 minute period has finished. Be in the classroom on time.

Accommodation (Law 51)

Any student that needs special accommodation should notify the professor so that appropriate arrangements can be made.

Behavior

The use of foul language is not allowed. Courtesy and respect is expected.