

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

COURSE TITLE	:	Basic English I
COURSE CODE	:	INGL 3101
NUMBER OF CREDITS	:	Three (3)
NUMBER OF CONTACT HOURS	:	Three plus one hour of English Oral Practice Lab (INGL 3114)
PRE/CO-REQUISITES	:	All students that scored up to 580 on the CEEB
SEMESTER AND ACADEMIC YEAR	:	Second Semester 2009-2010

COURSE DESCRIPTION:

This course integrates the four language skills: listening, speaking, reading, and writing while developing student's vocabulary and grammatical structures.

OBJECTIVES:

Upon completion of this course, the student will be able to:

1. Follow oral instructions, understand requests for information and services, and understand spoken English in conversational contexts.
2. Carry out oral English communication activities, such as conversations, interviews, and responses to requests for information and pleasure in English at an appropriate level.
3. Communicate their ideas orally with appropriate and convincing support.
4. Employ Internet and E-mail to communicate with others in English.
5. Read for information and pleasure in English at an appropriate level.
6. Read assigned magazine, newspaper, and Internet articles, essays, short stories, poems, and a novel with comprehension.
7. Use electronic library and multimedia resources to read for information and for pleasure.
8. Apply the components of the writing process: planning, writing, and revising to their own writing.
9. Write short writing assignments: letters, e-mails, journals, stories, and compositions based on reading assignments and personal experience.
10. Use the word processor and computer graphics tools to communicate ideas and information.
11. Gain control of grammar points through exposure and practice in reading and writing.
12. Apply functional grammar such as punctuation, present tense, tense shift, possessive adjectives, and run-on sentences.
13. Understand and carry out basic library research.
14. Avail themselves of the Internet and electronic library resources for research.
15. Make use of peripheral devices such as printers, scanners, and projectors to enhance and improve the appearance of their assignments.

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 OUTLINE:

<i>World of Reading 2: A Thematic Approach to Reading Comprehension</i>	Research/Writing Skills	Date and Time
<i>Unit 1 Growing Up</i> Chapters 1-4	Wh- questions Use wh-questions with an article. Based on exercise on pg 27 (section on Writing)	January 19- February 12 (15 hours)
Film: Slumdog Millionaire TEST # 1		
<i>Unit 2 Between Two Worlds</i> Chapters 5-8	Reaction Paper based on exercise on pg 43 (section on Responding to Reading)	February 15- March 22 (15 hours)
TEST #2		
Oral Presentations		
<i>Unit 3: High Tech-Pros and Cons</i> Chapters: 9-12	Compare and Contrast based on previous Unit exercise	March 23- April 5 (15 hours)
TEST #3		
Documentary: TBA		
FINAL EXAM	Date Provided by Registrar	

INSTRUCTIONAL STRATEGIES:

- A. Cooperative Learning
- B. Writing Tasks
- C. Oral Report(s) and presentations
- D. Pair and Small Group Work
- E. Lectures
- F. Computer and Library Research

TEXTBOOKS:

Baker-González, Joan & Blau, Eileen (2009). *World of Reading 2: A Thematic Approach to Reading Comprehension*. New York: Pearson Longman.

Tell Me More – Online Language Lab: <http://start.tellmemorecampus.com/>

ONLINE LAB: INGL 3113—TELL ME MORE (INSTRUCTIONS):

1. Buy an access card at the university bookstore.
2. Follow the steps listed on the card to self-register for your lab. During Self-registration:
 - a. Enter the number provided in the card.
 - b. Remember your class, section, and professor.
 - c. Use your full name.
3. Change the language of the portal to Spanish (if you want to be able to view Spanish translations for vocabulary later on)
4. **Turn off all pop-up blockers in your computer or add <http://start.tellmemorecampus.com> to the list of sites accepting pop-ups.**
5. If you're using a personal computer, check your computer configuration.
 - a. You will need to have a headphone or speakers and a microphone installed before you do the computer check or the program will think your computer configuration is not acceptable.
 - b. You will need to install Auralog components the first time you log in using a personal computer.
6. Choose your objective: Everyday Situations
7. Take the Placement Test
 - a. This is a diagnostic test. There is no need to copy or have someone else take it with you.
 - b. Please concentrate; because the questions are timed and after 1 minute you will not be able to answer.
 - c. The test reveals your level (beginner to advanced) and helps the program compile the most appropriate content for your level.
 - d. Choose to improve All Skills, unless you have an advanced level.
8. The computer gives you a personalized learning path to follow.
 - a. Answer all the exercises in order (from left to right)
 - b. Take your time and concentrate to do the best possible job.
9. At the end of the semester, your professor will take a look at your online work and give you a grade based on effort and improvement. This will be part of your grade for the class.

CERTIFICATION #10

“Evaluación diferenciada a estudiantes con impedimento”. “La evaluación responderá a la necesidad particular del estudiante.”

EVALUATION STRATEGIES:

*Oral Reports and Presentations	100 pts. 14%
*Class Attendance & Participation	100 pts. 14%
Tell Me More Online Lab	100 pts. 14%
3 Tests	300 pts. 44%
1 Final Test	100 pts. 14%
Total	700 pts.

**Note: ** Evaluation strategies are adjusted according to individual and group needs.
Adjusted evaluation will be provided for students with special needs under Certification #10.**

GRADING SYSTEM: STANDARD CURVE

100 - 90	A
89 - 80	B
79 - 70	C
69 - 60	D
59 - 50	F

COURSE POLICIES:

1. Students must have the required textbooks and other materials such as composition paper and folder.
2. Attendance is mandatory; unexcused absences will eventually affect your final grade. Make every effort to arrive promptly and stay until the end of a class period.
3. Late work will not be accepted.
4. Students who are absent during a test will only be given a make-up if there is a valid excuse; all make-ups will be essay tests. Make-up exams will be administered only under exceptional circumstances: documented serious illness; serious family emergencies or participation in university sponsored athletic or other group events. Contact me as soon as possible.
5. Quizzes, assignments, and in-class work cannot be substituted.
6. Avoid coming in and out of class; especially, while other students are working on presentations in front of the class.
7. Bring dictionaries to class which may help you for reading and writing assignments.
8. Cooperative and collaborative learning while working on panel presentations and group work means that every student must participate. Team work means helping each other and not relying on one or two students to do the work of the whole group.
9. Plagiarism is the act of taking and using the thoughts, writings, or ideas of another person as one's own. Copying the exact or similar words of a text and making them your own is plagiarism. You can avoid plagiarism by using documentation information on the sources used. Plagiarism is dishonest and should be avoided. Plagiarized work is unacceptable. Plagiarism and cheating are serious infractions and subject to University policy on punishing academic dishonesty.
10. Foul language is not allowed.
11. Cell phones must be OFF during class unless there is a real emergency situation and you

have already notified the professor about it. Otherwise, leaving the class to answer a call constitutes an absence.

BIBLIOGRAPHY:

Ackles, N. (2006). *The Grammar Guide: Developing Language Skills for Academic Success*. Michigan: Ann Arbor The University of Michigan Press.

Atwan, R. (2005). *America Now: Short Readings from Recent Periodicals*. New York: Bedford/ St. Martin's.

Broukal, M. (2005). *Grammar Form and Function 3*. New York: Mc Graw Hill.

Crusius, T. & Channell C. (2006). *The Aims of Argument*. New York: Mc Graw Hill.

Hacker, D. (2007). *A Writer's Reference with Extra Help for ESL Writers*. New York: Bedford/ St. Martin's.

Fulwiler, T. and Hayakawa, A. (2007). *Pocket Reference for Writers*. New Jersey: Prentice Hall.

Marcus, S. (2006). *A World of Fiction: Twenty Timeless Short Stories*. New York: Pearson Education.

Marius, R. (1998). *A Writer's Companion*. New York: Mc Graw Hill.

Santiago, R. (1995). *Boricuas: Influential Puerto Rican writings—An anthology*. New York: Ballantine Books.

Schall, J. (2002). *Style for Students: Effective Technical Writing in the Information Age*. Minnesota: Outernet Publishing, LLC.

Spack, R. (2007). *Guidelines: A Cross-Cultural Reading/ Writing Text*. New York: Cambridge University Press.

Sperling, D. (1998). *Dave Sperling's Internet guide*. New York: Prentice Hall.

Sperling, D. (2000). *Internet Activity Book*. New York: Prentice Hall.

Vesterman, W. (2006). *Reading and Writing Short Arguments*. New York: Mc Graw Hill.

Online Sources:

Dave's ESL Café on the Web <http://www.eslcafe.com/>

Tower of English <http://www.towerofenglish.com/>

Guide to Grammar <http://www.ccc.commnet.edu>

Purdue University's Online Writing Laboratory (OWL) <http://owl.english.purdue.edu/>

Purdue University's OWL Original Site <http://owl.english.purdue.edu/oldindex.html>

TESL Internet Journal <http://iteslj.org>

Online Dictionary (Dictionary.com) <http://dictionary.reference.com/>

Webster's Dictionary <http://www.m-w.com/dictionary.htm>

Online Encyclopedia <http://www.encyclopedia.com/>

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