

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

**COURSE SYLLABUS**

<b>COURSE TITLE</b>	:	Basic English I (Honors)
<b>COURSE CODE</b>	:	INGL 3101
<b>COURSE SECTION AND HOUR:</b>		
<b>NUMBER OF CREDITS</b>	:	3
<b>NUMBER OF CONTACT HOURS</b>	:	45 hours
<b>PRE/CO-REQUISITES</b>	:	Students who score 451 or more (IGS) on the CEEB and belong to the Honor's Program
<b>SEMESTER AND ACADEMIC YEAR</b>	:	First Semester 2009-2010

**COURSE DESCRIPTION:**

An intensive course in writing, conversation, reading comprehension and vocabulary building. It will be based on the Content-Based Approach or Theme Approach - a focus on a theme or subject. Three themes will be studied this semester: **Friendship, Parents and Children** and **Stress**. The first theme - **Friendship**— is related to how friends affect our lives; **Parents and Children** focuses on the relation and influence of parents and how children and young adults react and learn from them, and the theme on **Stress** discusses how stress affects our busy schedules in modern society. This course integrates the four language skills: listening, speaking, reading, and writing while developing students' vocabulary and grammatical structures.

**GENERAL OBJECTIVES :**

Upon completion of the course the students will be:

1. better skilled in independent and analytical readings (\*\*1,3,4,) (NCATE 1) (TESOL 1a., 1b.)
2. able to carry out the process of writing; (\*\*3,4) (NCATE 1) (TESOL 1a., 1b.)
3. able to read, understand, and discuss essays, plays, poems and short stories; (\*\*3, 4) (NCATE 1) (TESOL 1a,m 1b., 2a.)
4. able to express their reactions toward current world as well as local issues, both orally and in writing;(\*\*1, 3, 4, 9) (NCATE 1) (TESOL 1a., 1b., 2a)
5. able to write essays on assigned and chosen topics; (\*\*3) (NCATE 1) (TESOL 1a.)
6. able to develop library skills. (\*\*3) (NCATE 1) (TESOL 1a., 1b., 2a)
7. able to develop computer literacy skills. (\*\*7) (NCATE 1) (TESOL 1a., 1b.)
8. able to write summaries of textual materials such as newspaper and magazine articles. (\*\*4) (NCATE 1) (TESOL 1a.)
9. able to interact effectively in teamwork learning activities. (\*\*9) (NCATE 1) (TESOL 1a.)

**SPECIFIC OBJECTIVES:**

- A. Oral Communication  
Students will:
1. communicate their ideas orally, with appropriate and convincing support, including the use of effective vocabulary and correct grammar usage. (\*\*1,3,4) (NCATE 1) (TESOL 1a.)
  2. make oral reports on their reading. (\*\*1,3,4) (NCATE 1) (TESOL 1a., 1b.)

3. comment on their own and other student's writing. (\*\*1,3,4) (NCATE 1) (TESOL 1a., 1b.)
  4. debate controversial issues. (\*\*1,3,4,9) (NCATE 1) (TESOL 1a., 1b.)
- B. Reading and Analysis of Essays, Poems, Short Stories and Magazine Articles  
Students will:
1. read assigned materials with comprehension. (\*\*1,3,4) (NCATE 1) (TESOL 1a., 1b)
  2. analyze essays and short stories for content, organization, and meaning. (\*\*1,3,4) (NCATE 1) (TESOL 1a., 1b)
- C. Written Communication  
Students will:
1. practice the components of the writing process: planning, writing, revising. ((\*\*1,3,4) (NCATE 1) (TESOL 1., 1b.)
  2. write frequent reaction papers. (\*\*4) (NCATE 1) (TESOL 1a., 1b.)
  3. write short essays (\*\*4) (NCATE 1) (TESOL 1a., 1b.)
  4. write a journal (\*\*4) (NCATE 1) (TESOL 1a., 1b.)
  5. write a class log (\*\*4) (NCATE 1) (TESOL 1a., 1b.)
- D. Use of Research Techniques  
Students will:
1. find information on different topics related to readings assigned in class. (\*\*3) (NCATE 1) (TESOL 1a., 1b., 2a.)
  2. carry out the following techniques: organizing, drafting, summarizing, revising, editing, documenting. (\*\*1,3,4) (NCATE 1) (TESOL 1a., 1b.)
  3. research a given topic using articles from magazines, journals or/and newspapers researched at the library or through Internet. The topic must be approved by professor. (\*\*1,2,4,7) (NCATE 1) (TESOL 1a., 1b., 2a.)
- E. Technology Related Skills  
Students will:
1. develop proficiencies in using technologies purposefully, and effectively
  2. use the word processor and graphics tools to communicate ideas and information
  3. use Internet for research and communication
  4. use electronic library and multimedia resources to read for information and for pleasure
  5. use peripheral devices such as printers, scanners, projectors, Power Point. (\*\*4,7) (NCATE 1) (TESOL 1a., 1b., 2a)

**\*NCATE STANDARDS**

**\*\*TESOL STANDARDS**

**\*\*\*TEACHER CANDIDATE'S PROFICIENCIES**

#### **COURSE CONTENT AND DISTRIBUTION OF TIME:**

**Journal Instruction**

**August 10-Sept.16.**

**Writing a Summary**

**Library Instruction – UPR Aguadilla Library Personnel**

#### **Theme One: Education (Friendship)**

##### **Readings:**

“The Fabric of Friendship” – Keith Davis, pp. 2-3.

“All Kinds of Friends” – Judith Viorst, pp.7-9.

“The Barber” – Robert Fulghum, pp.14-15.

“The Necklace” – Guy de Maupassant, pp.284-295. A World of Short Stories.

Readings from World of Reading 3.

**Theme Two: Parents and Children      Sept.18-Oct. 9**

"The Problems of Fathers and Sons" – Enrique Hank López, pp.39-41.

"Love, Your Only Mother" – David Michael Kaplan, pp.50-52.

"The Rain Came" – Grace Ogot, pp.189-200. A World of Short Stories.

"Yoruba"- Migene González –Wippler, pp.50-59. A World of Short Stories.

Readings from World of Reading 3

**Theme Three: Stress                                      Oct. 14-Oct. 26**

"Plain Talk about Handling Stress:" – Louis E. Kopolow, M.D., pp.60-63.

"The Stress-Resistant Person" – Dr. Raymond B. Flannery, Jr., pp.73-75.

"The Dinner Party" – Mona Gardner, pp. 78-79.

"The Kiss" – Kate Chopin, pp. 26-28. A World of Short Stories.

Readings from World of Reading 3.

**Novel: Possibilities**

**That Was Then, This Is Now – S. E. Hinton**

**The Outsiders – S. E. Hinton**

**NUMBER THE STARS- Lois Lowry**

**Readings may be added or deleted. Further instructional materials such as manuals, modules, and/or study guides may be added to enrich and assist learning activities.**

**INSTRUCTIONAL STRATEGIES:**

Cooperative Learning  
Peer Work  
Panel and Group Work  
Journal Writing  
Reaction Papers  
Class Discussion  
Library Research  
Internet Research  
Drawings  
Role-Playing  
Films  
Oral Reports

**TEXTBOOKS:**

Baker-González, Joan and Eileen K. Blau. World of Reading 3: A Thematic Approach to Reading Comprehension. . NJ: Pearson Education, 2009

Sisko, Yvonne Collioud. A World of Short Stories: 20 Short Stories Around the World. New York: Pearson/Longman, 2009.

### EVALUATION STRATEGIES:

The final grade will be based on the following factors:

Quizzes, class participation, and written assignments	200 pts.35%
Oral Reports and Panel Presentation	75 pts.13%
A written test on one of the themes	100 pts.17.3%
A journal	100 pts.17.3%
Final Exam	100 pts.17.3%

**Note: Differed evaluation for students with special nee**

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

### LAW 51 (ADA)

Reasonable accommodation will be made for students with physical/mental/emotional impediments. If you need to be accommodated, please notify the professor privately at the beginning of the semester.

### BIBLIOGRAPHY:

Bland, Susan Kessner. Grammar Sense. New York: Oxford University Press, 2003. [428.24B6423g2003]

Burke, Jim. Writing Reminders: Tools, Tips, and Techniques. MA: Boynton/Cook, 2003. [808.042B9593W2003]

Evaluating Web Sites: Criteria and Tools. October 2005.  
[<http://www.library.cornell.edu/olinuris/ref/research/webeval.htm>].

Hacker, Diana. A Writer's Reference. New York: Bedford/St. Martins, 2003. [428.2H118W2003]

Halio, Macia P. Writing on the Internet: Finding a Voice Online. New York: Harcourt Brace College Publishers, 1999.  
(On Reserve)

Halliday, Michael and Christian Matthiessen. Introducing Functional Grammar. New York: Edward Arnold, 2004.  
[425H188i2004]

Holmes, Janet and Miriam Meyerhoff. The Handbook of Language and Gender. MA: Blackwell Publishing Co., 2003.  
[306.44H236452003]

Honegger, Mark. English Grammar for Writing. New York: Houghton Mifflin Co., 2005.

"Intercultural Communication" Jan. 2003  
[<http://www.ohiou.edu/esl/elective/culture.html#Definitions>].

MLA CITATION EXAMPLES. <<http://honolulu.hawaii.edu/library/mlahcc7th.html>>

Moon, Brian. Literary Terms: A Practical Glossary. Illinois, NCTE, 1999.

Moeller, Dave. Computers in the Writing Classroom. Illinois: NCTE, 2002. [808.0420285M6935C2002]

Wardhaugh, Ronald. Understanding English Grammar: A Linguistic Approach. MA: Blackwell Publishing, 2002.  
[428.2W265U2003]

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## ADDENDUM TO SYLLABUS

### All Courses

Professor Gladys Cruz

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### COURSE POLICIES

1. Students must have the required textbooks and other materials such as composition paper and folder.
2. Attendance is mandatory; too many absences will eventually affect your final grade. Take 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.
10. Plagiarism is the act of taking and using the thoughts, writings, 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.
11. Foul language is not allowed.