COURSE TITLE: Basic English II

COURSE CODE: INGL 3102

CREDITS: Three (3) Credits

COURSE PRE-REQUISITES: Successful completion of English 3101

HOURS: Three (3) lecture hours per week

CO-REQUISITE: INGL 3114; Oral Practice for Basic English
One hour per week

COURSE DESCRIPTION: This is a preparatory course designed to enable the student to successfully complete their English requirements by developing listening, speaking, reading and writing skills.

TEXTBOOK(S) AND MATERIALS:


*Professors are free to select any of the aforementioned textbooks and materials. A pre/post test will be administered to all students.*
Content of Course:
1. Grammar and Writing Skills

A. Grammar Skills:

Students will further develop the basic grammar skills in order to communicate more efficiently both orally and in writing. Many aspects of the basic grammar skills will be covered in order to help students achieve these language goals. Grammar and writing skills will be taught using an integrated approach. In this document they appear as separate sections in order to highlight skills that will be covered in the teaching/learning process. These skills will be further reinforced in the Multimedia Language Laboratory. Students enrolled in the Educational Services/Student Support Services program receive two hours a week of tutoring to review basic grammatical concepts.

General Objectives:
1. Gain knowledge of the different parts of speech and their functions in the context of a sentence.
2. Produce original sentences in a speech and writing with the least errors possible.
3. Obtain sufficient grammar awareness in order to become better listeners, speakers, readers, and writers.

Specific Objectives:
Students will be able to produce orally and in writing the following communicative activities using appropriate grammar structures:

1. Use the past tense in affirmative and negative statements and Yes/No (including short answers) and information questions.
2. Use past progressive in affirmative and negative statements and Yes/No (including short answers) and information questions.
3. Discriminate between simple past and past progressive.
4. Express possibility, ability and obligation (can, may, should, and must).
5. Use the future tense with will and going to in full and contracted form in affirmative and negative statements and yes/no and information questions.
6. Describe by using adjectives in the positive, expressions of equality, comparative and superlative degrees.

B. Writing Skills:

The writing experience is expanded from INGL 3101 to initiate learners to view writing as a dynamic process. The writing tasks provided should create a scenario where learners listen, write and read to each other. These workshop activities are geared to stimulate learners to view themselves as writers and to develop a self-awareness that one learns to write by writing. When students engage in the process of writing, they construct knowledge and transform prior knowledge into new meanings, thereby constructing a new reality.

General Objectives:
1. Develop writing fluency.
2. Develop self-awareness as a writer.
3. Improve ability to write sentences.
4. These general objectives need to be revised.

Specific Objectives:
1. Write simple, compound and complex sentences.
2. Produce coherent single paragraphs.
3. Produce a variety of writing tasks that require utilization of the writing process.
4. Use the writing process to communicate with different audiences for a variety of purposes.
5. Proofread and edit sentences appropriate to this level.

II. Reading and Vocabulary Skills

A. Reading Skills:
Students will comprehend the basic academic reading skills introduced in INGL 3101 and develop the additional reading strategies necessary to interpret what is being read. Reading and Vocabulary skills will be taught in context using an integrated approach. These skills will be further reinforced in the Multimedia Language Laboratory. In this document they appear as separate sections in order to highlight skills that will be covered in the teaching/learning process.

General Objectives:
1. Be exposed to thematically grouped readings on high-interest topics.
2. Go beyond understanding the ideas and details that a writer presents.
3. Be encouraged to read for pleasure.
4. Increase basic comprehension skills in short reading selections.
5. Employ the reading process.

Specific objectives:
1. Make inferences and predictions.
2. Read for main ideas.
3. Identify supporting details.
4. Relate personal experience to the text
5. Summarize a text.
6. Read a wide range of texts to build comprehension skills and acquire new information.

B. Vocabulary Skills:
The continuous acquisition of new words is essential for students in developing the proper strategies for reading and comprehension. Students need to acquire adequate vocabulary at this level. These skills will be further reinforced in the Multimedia
Language Laboratory. It is also important for the learner to continue to improve and practice using the newly acquired vocabulary words and phrases in context.

**General Objectives:**
1. Ability to use newly acquired vocabulary correctly.
2. Improve reading skills by increasing vocabulary development.

**Specific Objectives:**
1. Use new vocabulary words and phrases.
2. Pronounce words and phrases to communicate with precision.
3. Spell newly acquired words and phrases correctly
4. Use a variety of technological resources to expand vocabulary.

### III. Oral Communication Skills:

The students will continue to experience the fundamental aspects of INGL 3101 oral communication within the overall context of the English class. Through in-class communication exchanges, the student will absorb language features appropriate to particular situations within the academic environment. The students will be encouraged to express themselves appropriately according to given situations and communicative purpose or function. These skills will be further reinforced on the Multimedia Language Laboratory.

**General Objectives**
1. Further develop conversational and presentational communication skills which occur in the academic and social realm.
2. Express themselves appropriately in relation to topics discussed.

**Specific Objectives:**

**Oral production skills:**
1. Participate in classroom discussions to develop oral communication skills including fluency, idea sequencing, accuracy, vocabulary, and pronunciation.
2. Demonstrate the ability to ask and answer questions and reword statements.
3. Deliver short presentations on a variety of topics.

**Listening comprehension skills:**
1. Understand questions and directions appropriate to the level.
2. Understand the main idea and details of a short reading.
3. Draw conclusions and relate the content of a short reading to personal experience.

### IV. Assessment

A wide variety of assessment activities will be utilized. Assessment will include, but not be limited to teacher-made tests; written assignments, oral presentations and pre & post tests.
Recommended Time Distributions:

I. Grammar and Writing Skills  20 Hours
II. Reading and Vocabulary Skills  15 Hours
III. Oral Communication Skills  6 Hours
IV. Assessment  4 Hours

REASONABLE ACCOMMODATION

The UPRB accomplish with Section 504 of the Vocational Rehabilitation Act of 1973, the ADA (American with Disabilities Act) of 1990 and its amendment in 2008, 51 Law of 1996 (Servicios Educativos Integrales para Personas con Impedimentos) and 238 Law of August 31, 2004 (Carta de Derechos de las Personas con Impedimentos) and its amendments in 2008 and 2009 in order to guarantee equality in education and services access. Any student who feels s/he may need an accommodation based on the impact of a disability must visit the Office of Disability Services, located on the first floor of the Students Center, next to the cafeteria, to discuss his/her specific needs and provide written documentation. At the request of the student, the Office of Disability Services will prepare an individualized letter for each professor. This letter certifies that the student has a disability and provides reasonable accommodations required by the student to obtain an adequate academic achievement. A request for reasonable accommodation does not exempt a student from complying with the academic requirements of their program of study.

ACADEMIC INTEGRITY

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (Board of Trustees Certification 13, 2009-2010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees by false or fraudulent simulations; copying the whole or part of the academic work of another person; plagiarizing totally or partially the work of another person; copying all or part of another person answers to the questions of an oral or written exam by taking or getting someone else to take the exam on his/her behalf; as well as enabling and facilitating another person to perform the aforementioned behavior. Any of these behaviors will be subject to disciplinary action in accordance with the disciplinary procedure laid down in the UPR Students General Bylaws.

Suggested Basis for Grade Evaluation

A.  
85% Tests, Quizzes, Class Activities, Assessment  
5% Laboratory  
10% Final Evaluation

B.   
<table>
<thead>
<tr>
<th>Test</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>2-3</td>
<td>200 pts.</td>
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<tr>
<td>Quizzes</td>
<td>3-4</td>
<td>75 pts.</td>
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<tr>
<td>Oral presentations</td>
<td>2-3</td>
<td>100 pts.</td>
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<tr>
<td>Homework</td>
<td>X</td>
<td>25 pts.</td>
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<tr>
<td>Attendance</td>
<td>45 contact</td>
<td>45 pts.</td>
</tr>
<tr>
<td>Multimedia Lessons</td>
<td>10-12</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td>545 pts.</td>
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</tbody>
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*Professors may select from alternatives A or B as a basis for grade evaluation.
Considering that Grammar and Oral Communication skills will be reinforced in the Language Laboratory, the basis for grade of the Laboratory should be one full grade.

Grade Scale

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


Websites

http://english-server.hss.cmu.edu
http://www.english.upenn.edu
http://www.cs.cmu.edu/books.html
www.lyricsdomain.com
http://www.nytimes.com/
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http://schoolsofthought.blogs.cnn.com
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http://grammar.ccc.commnet.edu/grammar/index.htm
http://www.grammarbook.com/grammar/cnt_gram.asp
http://www.englishpage.com/grammar/index.html
http://www.dailywritingtips.com/category/grammar/

Teaching Strategies

Whole Class and Group Discussions
Collaborative Activities
Whole Class Projects

Internet-Assisted Options

e-mail
newsgroups and web forums
Moodle

REVISED BY:
Prof. Rose Hernández
Prof. Catherine Toro
Dr. Maritza Sostre

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