

UNIVERSITY OF PUERTO RICO
RIO PIEDRAS CAMPUS
COLLEGE OF GENERAL STUDIES
ENGLISH DEPARTMENT

Title:	Basic Skills in English I
Code:	INGL 3003
Credits/hours:	3 credits per semester (3 class hours + 1 hour lab)
Prerequisite:	469 or less on the CEEB-ESLAT Exam (ACTFL proficiency guidelines)

Course Description:

This is a course that fulfills the English requirement for the general education component of the bachelor's degree. This course is designed for students to develop the basic English language skills for understanding academic texts and communicating ideas orally and in writing at an intelligible level. The course provides students with conversational and writing competencies. Using nonfictional selections with an interdisciplinary thematic content as the focus of discussion, oral and critical thinking skills are fostered. Writing reinforces listening, speaking, and reading skills so that students can express ideas through the thoughtful articulation of vocabulary and grammar. A language laboratory using audiovisual materials complements thematic units that further develop communication skills through task-oriented and interactive activities.

General Course Objectives:

Consistent with the English Department's general objectives, by the end of the English 3003 course, the students will be able to:

1. communicate orally and intelligibly in a variety of academic situations
2. read and comprehend a variety of texts with the aid of a dictionary
3. interpret and analyze written texts utilizing elements of the essay
4. evaluate a text's relevance and validity by connecting it to personal experience
5. critically examine aesthetic, ethical, humanistic and cultural values underlying texts
6. demonstrate progress towards the English 3004 goal of writing unified and coherent four (4) paragraph essays that are intelligible to a non-Spanish speaker
7. collaborate in the inclusion of students with disabilities into all class activities

8. demonstrate the ability to use the library and computer technology for preliminary research

Outline and Time Distribution

(Each professor will establish the specific topics and content of his/her course)

Sample Topics	Time
I Introduction	6 hours
<ul style="list-style-type: none"> A. Initial diagnostics/identification of students receiving Vocational Rehabilitation services to plan for reasonable accommodation B. Presentation and discussion of the course outline. C. English: Foreign, Second or Auxiliary Language? D. Socio-cultural and affective implications of the classification of English in Puerto Rico. 	
II Language	12 hours + distributed throughout
<ul style="list-style-type: none"> A. Reading strategies: structural clues to meaning B. Writing strategies: cohesion and coherence C. Speaking strategies: making sense through discourse strategies D. Listening strategies: the sound system of English 	
III Education	6 hours
<ul style="list-style-type: none"> A. Domesticating vs. Liberating Education B. Is reading obsolete? C. Sharing knowledge through writing. 	
IV Current Social Issues	6 hours
<p>Each professor will select a topic of interest focusing on an appreciation of how language/discourse is used to construct, deconstruct and reconstruct knowledge.</p>	
V Integrative Review: Bringing it all together	9 hours
<ul style="list-style-type: none"> A. Oral presentation integrating readings and class discussions. B. Essay integrating readings and class discussions. 	
VI Final Evaluations	6 hours
VII Weekly language labs	15 hours
TOTAL: 60 hours	

Instructional Strategies

This course is based upon collaborative discussion among students and teacher, therefore, oral participation is required. A variety of learning and assessment experiences are used to create an interactive environment to foment reflection, critical thinking and collaboration. Language and cross disciplinary literature are integrated to underscore the power of multiple perspectives in illuminating an object of study. Weekly language lab sessions complement classroom discussion by focusing upon needed listening and speaking skills, as well as building vocabulary and structures needed to engage in academic discussion.

Required Resources

Regular classroom.

Language laboratory.

Educational materials (films transparencies, audiotapes, among others)

Audio visual equipment

Evaluation Strategies

Each professor will determine the specific weights and strategies.

(Note: Differential evaluation for students with special needs will be provided when necessary.)

Sample:

Oral collaboration	20%
Exams	40%
Lab	20%
Written assignments	20%
TOTAL: 100%	

Grading system

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

Law 51 – Law 238

In accordance with the recommendation of the Dean of Students' Office (Division for Persons with Disabilities), students who are clients of the Office of Vocational Rehabilitation must contact the professor at the beginning of the semester in order to make arrangements for reasonable accommodations and for any necessary auxiliary equipment. Other students with special needs who require any kind of assistance or reasonable accommodations should also contact the professor.

Bibliography

Suggested Texts:

Textbooks that meet all the needs of this course at the students' reading and interest level are very difficult to find. We are constantly in search of readings for these students. Course packs approved by the Department's Curriculum Committee may also be used. Some of the texts found to be successful at this level are:

Betta, L. and Paquier, C. *North Star. Focus on Reading and Writing, Intermediate*. .
NY: Addison Wesley, 2004.

Blanchard, K. and Root, Christine, *For your Information*. N.J.: Pearson-Longman, 2007.

Dixon, R.J. Grammar Essentials. NY: Longman, 2004.

Dyer, B. and Bushell, B. *Global Outlook 2*. New York: McGraw Hill. (2003).

Longman Dictionary of American English Now with Thesaurus and CD ROM, New York: Pearson, 2004.

Miller, S.K. The Prentice Hall ESL Workbook. New Jersey: Pearson/Prentice Hall, 2006.

Planik, C. Hot Topics 2. Boston: Thomson/Heinle, 2006.

Robinson Fellag, L. *College Reading 2*. New York: Houghton Mifflin, 2006.

Internet Resources:

Antonette, M.L. Examining how the inclusion of disabled students into the general classroom may affect non-disabled classmates. Copyright 2003 Fordham Urban Law Journal. Sept. 2003. <http://.infotrac.galegroup.com>

Heuman, Judith E. Making a good law better: IDEA proposal stresses greater parental involvement and student inclusion. (Individuals with Disabilities

Education Act) (includes related information) (Education).
<http://infotrac.galegroup.com>

World Wide Websites:

<http://owl.english.purdue.edu/handouts/esl/eslstudent.html>

<http://www.english-the-easy-way.com/>

<http://www.eslcafe.com/>

http://marksesl.com/student_links.html

Revised March 2007