

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

Course Title	:	Basic English I
Course Number	:	English 3101
Credit/hours	:	3 credits per semester/ 3 class hours
Pre-requisites	:	CEEB-ESLAT score: 470-580 and demonstrate basic competencies of English fundamentals in a short written composition administered the first week of class.

Course Description:

A. Course

This is an interdisciplinary course that fulfills the English requirements for the general education component of the bachelor's degree. It is a course of English for academic purpose. This course covers the study of essays as well as other non-fictional readings. It emphasizes an integrated literature approach focused on the study of inter and multidisciplinary content. The course seeks to help students develop their ability to think logically, read actively, write clearly, and develop information literacy competencies. Students develop the competencies to move from a simple literal understanding of ideas and events towards the more complex intellectual levels of analysis and critical thinking. In addition, the course aims to help students use linguistic and research tools effectively.

B. Student Profile

On the basis of the standards of language proficiency of the ACTFL (American Council on the Teaching of Foreign Languages), the students of English 3101 range from intermediate mid to intermediate high.

General Course Objectives:

Consistent with the English Department's general objectives, by the end of their first semester of English, the students will demonstrate, through a variety of forms of evaluation and on the basis of the standards for the different levels established by the English Department that they are making progress in their ability to:

1. Communicate orally and intelligibly in a variety of academic situations.
2. Apply comprehension competencies in reading of non-fictional selections.
3. Apply interpretative-analytical competencies in reading of non-fictional selections.
4. Evaluate the relevance and validity of information in non-fictional selections.
5. Critically examine aesthetic, ethical, humanistic and cultural values in

- representative literary works.
6. Express ideas in written form with clarity, precision, coherence, unity, and logic.
 7. Demonstrate the ability to use the library and computer technology for preliminary research.
 8. Demonstrate ability to efficiently search for information and effectively and ethically use and manage information.
 9. Collaborate in the inclusion of students with disabilities into all class activities.

Content, Outline and Time Distribution:

I. Introduction (3 hours)

- A. Initial assessment and placement diagnostic
Identification of students that are participants of the Vocational Rehabilitation Program to plan for reasonable accommodation.
- B. Presentation and discussion of the course outline.
- C. Discuss the mission of the College of General Studies and the mission of the English Department.
- D. Skills to be developed throughout the semester:
Reading comprehension strategies: underlining, annotating, outlining, Summarizing;
essay analysis tools: elements of the essay;
writing strategies: summaries, reaction paragraphs, essays;
writing process: pre-writing, drafting, revising, editing, publishing;
information literacy skills: quoting, paraphrasing, referencing, and citing;
critical thinking skills: analysis, synthesis, and application;
grammar skills: selected grammar concepts and structures;
listening and speaking skills: class discussions and oral presentations;
vocabulary development: unit content, connectors and transitional devices, reporting verbs.

II. Unit on Education (12 hours)

- A. General education and specialized education
- B. Domesticating education vs. liberating education
- C. Interdisciplinary education

III. Unit on Language and Culture (12 hours)

A. Language

B. Communication

C. Culture

D. Gender Issues

IV. Current Social Issues (9 hours)
(Each professor will select a theme of interest.)

V. Integrative Sessions (9 hours)

A. Oral presentations integrating readings and class discussions

B. Other activities such as panel discussion focusing on semester issues.

C. Exit level assessment or evaluation strategies using the current Level Rubrics

Total: 45 hours

Instructional Strategies:

In the teaching of English 3101, professors carry out a number of activities with students. Some of these are: guide questions, group work, oral presentations, use of dictionaries, providing exercises for practice on the elements of the essay, outlining, summarizing, visiting the library, movies, audio-recordings, conferences and guest speakers. Essays, articles, biographies, newspaper articles, teacher-prepared materials, audio and audio-visual materials, films, documentaries, websites, dictionaries, grammar texts, ESL software, selected readings, songs, photographs, and art are used. Students are encouraged to seek tutoring at the Center for Linguistic Competencies. The PSAE students have tutors assigned to them. Assessment activities and strategies are also used to evaluate student's learning.

Required Resources:

Costa, Clara, ed. *Reading and Thinking about Essays and Short Stories*. New York:

Thomson, 2007. Print. ISBN-13: 978-1-4266-3538-0

or

Funk, Robert W., et al. *The Simon & Schuster Short Prose Reader*. 6th ed. New York: Pearson, 2012. Print. ISBN-13: 978-0-205-82599-8

Evaluation Strategies

A. Exams such as essay exams and oral presentations	40%
B. Quizzes and homework assignments	10%
C. Classroom participation	20%
D. Written work	20%
E. Final Exam	10%
	Total: 100%

Law 51 and Law 238

Students who receive services from the Office of Vocational Rehabilitation must contact the professor at the beginning of the semester to make arrangements for reasonable accommodations and the necessary auxiliary equipment recommended by the “Oficina de Asuntos para las Personas con Impedimento (OAPI)” of the office of the Dean of Students. Other students with special needs who require any kind of assistance or reasonable accommodations should also contact the professor.

Academic Integrity Policy:

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, 2009-1010) states that academic dishonesty includes, but is not limited to: fraudulent actions, obtaining grades or academic degrees by false or fraudulent simulation; 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’s answer to the question 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 Student General Bylaws.

English Department Attendance Policy:

Six contact hours of absences may lower average one whole letter grade. Five late arrivals are equivalent to one absence.

Grading System:

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

Bibliography:

- Aarts, Bas. *Oxford Modern English Grammar*. New York: Oxford UP, 2011. Print.
- The American Heritage Dictionary of the English Language*. 5th ed. New York: Houghton Mifflin, 2011. Print.
- Bloom, Lynn. *The Essay Connection*. 10th ed. Boston: Cengage Learning, 2013. Print.
- Dollahite, Nancy and Julie Haun. *Sourcework: Academic Writing from Sources*. 2nd ed. Boston: Heinle and Heinle, 2011. Print.
- Fitzpatrick, Mary. *Engaging Writing 2: Essential Skills for Academic Writing*. 2nd ed. New York: Pearson, 2011. Print.
- Flachmann, Kim. *Mosaics Reading and Writing Essays*. 6th ed. Boston: Pearson, 2014. Print.
- Halliday, M.A.K. *Halliday's Introduction to Functional Grammar*. 4th ed. New York: Routledge, 2014. Print.
- Harmon, William. *A Handbook to Literature*. 12th ed. Boston: Pearson, 2011. Print.
- Herman, David, Brian McHale, and James Phelan, eds. *Teaching Narrative Theory*. New York: MLA, 2010. Print.
- Herman, David, Manfred Jahn, and Marie-Laure Ryan, eds. *Routledge Encyclopedia of Narrative Theory*. New York: Routledge, 2008. Print.
- J.P. Larson. *A Concise Guide to Documentation: MLA, APA, and Chicago*. Minnesota: Minnesota State College, 2012. Print
- Lattuca, Lisa R. *Creating Interdisciplinarity: Interdisciplinary Research and Teaching among College and University Faculty*. Nashville: Vanderbilt Press, 2001. Print.
- Lightbown, Patsy M. and Nina Spada. *How Languages are Learned*. 4th ed. Oxford: Oxford UP, 2013. Print.
- The Merriam-Webster Dictionary*. 11th ed. Mass: Merriam-Webster, 2004. Print.

MLA Handbook for Writers of Research Papers. 7th ed. New York: Modern Language Association, 2009. Print.

Oxford Basic American Dictionary for Learners of English with CD-ROM. Oxford: Oxford UP, 2011. Print.

Oxford English Dictionary. 7th ed. New York: Oxford UP, 2013. Print.

Publication Manual of the American Psychological Association. 6th ed. Washington DC: APA, 2010. Print.

Schramper Azar, Betty and Stacy Hagen. *Basic English Grammar with CD's*. 4th ed. New York: Pearson, 2014. Print.

Strunk, William Jr. *The Elements of Style*. New York: Cornell U, 2015. Print.

Toye, Richard. *Rhetoric: A Very Short Introduction*. Oxford: Oxford UP, 2013. Print.

Online Resources:

The Internet Detective – a free online tutorial designed to help develop the competencies and critical thinking required for Internet research.

www.vts.intute.ac.uk/detective

Searching the Word Wide Web

<http://owl.english.purdue.edu/owl/resource/558/01>

Searching and evaluating what you find in the Web

<http://www.wellesley.edu/Library/Research/citation.html>

The writing process

<http://owl.english.purdue.edu/owl>

Transitional words and phrases

<https://writing.wisc.edu/Handbook/Transitions.html>

Documenting sources

The Purdue Owl. Purdue U Writing Lab, 2010. Web. 18 September 2015.

How to recognize and avoid plagiarism

www.indiana.edu/~wts/pamphlets/plagiarism.shtml