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

Course Title: Intensive Basic English I
Course Code: INGL 3161
Credits/hours: 3 credits per semester /3 class hours weekly
Requirements: 469 or less on the CEEB-ESLAT Exam
         (ACTFL proficiency guidelines)
Co-requisite: INGL 3163 (Intensive Basic English Laboratory I)

Course Description:

This English for Academic Purposes course fulfills the English requirement for the general education component. It is designed for students to develop the basic English language competencies for understanding academic texts and communicating ideas orally and in writing at an intelligible level. The course provides students with oral and writing competencies for the integration of ideas around interconnected themes from various disciplines. Using nonfictional selections with interdisciplinary thematic content as the focus of discussion, oral and critical thinking skills are fostered. Writing reinforces listening, speaking, and reading competencies so that students can express ideas through thoughtful articulation and clarity as their vocabulary and contextual use of grammar increases. This course is taken concurrently with Intensive Basic English Laboratory I. Students at this level range between mid-beginning to low intermediate levels based on the proficiency guidelines from the American Council on the Teaching of Foreign Languages (ACTFL).

General Course Objectives:

Consistent with the English Department's general objectives, by the end of the INGL 3161 course, 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**:**

A. Communicate ideas orally at an intelligible level.

 A1. Express their ideas clearly and support their opinions, agree or disagree, engage in criticism of texts.

B. Show progress in clarity and delivery of ideas as measured by the Basic Oral English Presentation Rubric (Revised 2015).

 B1. Show listening and speaking skills through participation in class discussions, following directions, recognizing key words, understanding the main idea of spoken messages, performing specific tasks, and asking questions and providing appropriate responses.

 B2. Organize their ideas and improve their pronunciation as evidenced in their oral participation in class.

C. Communicate ideas in writing using a writing process that includes prewriting, drafting, revising and editing.

C1. Write essays that address the prompt and maintain focus on the topic as evidenced by the thesis statement.

D. Demonstrate essay writing proficiency in content, development, organization, vocabulary, grammar and mechanics as measured by the Basic English Writing Rubric (Revised 2015).

D1. Follow a logical order in introduction, body and conclusion.

D2. Integrate transitional words and connectives to organize their writing.

E. Make connections and integrate ideas among readings and disciplines orally or in writing.

E1. Show critical thinking skills to integrate topics discussed in classes (compare/contrast, personal experiences).

F. Read, comprehend, interpret and analyze a variety of non-fictional texts using the elements of the essay

F1. Understand main idea of non-fictional texts with the aid of a dictionary.

F2. Underline, annotate and summarize non-fictional texts.

F3. Critically examine the author's position to compare to their own.

F4. Formulate questions to facilitate and engage in class discussion.

G. Critically examine aesthetic, ethical, humanistic and cultural values underlying texts.

G1. Evaluate a text's relevance, validity and connections to personal experience.

H. Initiate a conscious awareness of their strengths and weaknesses in English.

H1. Demonstrate more confidence when speaking English as evidenced by self-assessment activities.

H2. Identify their problem areas (thesis statement, essay structure, grammar).

I. Demonstrate the ability to access the needed information effectively, efficiently, ethically and legally.

I1. Integrate direct and indirect citations in text using APA or MLA

J. Collaborate in the inclusion of students with disabilities into all class activities.

J1. Assist classmates to fully integrate students with disabilities.

J2. Fully integrate students with special needs into group activities

Outline and time distribution
Common Core   **Time**

I   Introduction   6 hours

      A. Initial diagnostics/identification of students receiving Vocational
         Rehabilitation services to plan for reasonable accommodation.
      B. Self-assessment of students' language strengths and weaknesses.
      C. Presentation and discussion of the course outline.
      D. English as a world language.
      E. Socio-cultural and affective aspects of learning English as a second
         language in Puerto Rico.

II.   Education   6 hours

      A. Understanding General Education
      B. Domesticating vs. Liberating Education
      C. Is reading obsolete?
      D. Sharing knowledge through writing.

III.   Language   6 hours

      A. Language and Culture: endangered languages
      B. Languages in contact
      C. Language acquisition
      D. Alternative communication: sign language, Braille, neuroscience, human/animal
         communication among others.

Suggested Units

IV   Current Social Issues   12 hours

Each professor will select nonfictional readings based on a current social issue such as migration, gender, discrimination, the environment, genetically modified foods, technology among others.

V   Integrative Review: Bringing it all together   9 hours

      A. Oral presentation integrating readings and class discussions.
      B. Essay integrating readings and class discussions.

VI   Final Evaluations   6 hours

TOTAL: 45 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 promote 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. Writing and Oral Rubric will be used to assess and evaluate student academic progress (see attachment). Assessment activities and strategies are also used to evaluate student's learning.

Resources:
Essays, articles, biographies, newspaper articles, teacher-prepared materials, audio and audiovisual materials, films, documentaries, websites, dictionaries, grammar texts, ESL software, selected readings, songs, photographs, and art are used.
Note: Students are encouraged to seek tutoring at the Center for Linguistic Competencies. The PSAE students have tutors assigned to the program.

Evaluation Strategies:

The course component corresponds to three credit hours per week and 60% of the final grade. The laboratory component has a value of 40% for a total of 100% for both components. Students must pass both components.
(Note: Differential evaluation for students with special needs will be provided when necessary.)

Oral collaboration and activities	10%
Exams	30%
Laboratory	40%
Written assignments	20%
	TOTAL: 100%

Grading system:

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

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

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 Certificación Número 112 2014-2015 6 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.

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

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 and materials 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:

Baker, González, J. and E.K. Blau. (2010). *World of Reading: A Thematic Approach to Reading Comprehension Book 2*. New York: Pearson. ISBN-10: 0136002110

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

Dixon, R.J. (2004). *Grammar Essentials*. NY: Longman.

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

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

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

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

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

World Wide Websites:
http://www.breakingnewsenglish.com/
http://owl.english.purdue.edu/handouts/esl/eslstudenthtml http://www.english-the-easy-

way.com/ http://www.eslcafe.com/
http://www.merriam-webster.com
http://umbral.uprrp.edu
http://www.tendenciaspr.com
wordreference.com

Bibliography

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 v30i6p20039(22). http://.infotrac.galegroup.com

Celce-Murcia, M. (Ed.). (2004). *Teaching English as a Second or Foreign Language*. Third ed.
     Boston: Heinle & Heinle.

Elementary Rules of Composition from Strunks's Elements of Style
     http://www.bartleby.com/141/strunk5.html.

Haiman A. and Lockwood M. (2009). Why Do We Teach The Essay. Restructured from
     a section of: "English for Interpreting the World: The Experience of a Course
     for First Generation University Freshmen." Pedagogía 37 (2003-2004):76-88.

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

Jorgensen, C. M. Curriculum and Instruction. Key Strategies to Promote Equity and
     Excellence. Institute on Disability, University of New Hampshire. Retrieved from
     http://www.fcsn.org

Kirszner, L. & Mandrell, S. (2004). *The Brief Handbook*. 4th ed. Boston: Thomson & Heinle.

Lester, M. "The Internet and People with Disabilities." Digital Divide Network,
     5 mar. 2002 ☐http://www.digitaldividenetwork.org/content/sections/index.dfm☐.

Numan, D. *Second Language Teaching and Learning*. (2004). Boston: Heinle & Heinle,
     O'Mally, M. & Valdez Pierce, L. (2003). *Authentic Assessment for English Language
     Learners*. New York: Alta Book Center Publications.

Reade W. Dornan, Lois Matz Rosen, and Marilyn Wilson. (2003). *Within and Beyond The
     Writing Process in the Secondary English Classroom*: Pearson, Allyn&Bacon.
     Richards, J.C. (2001). *Curriculum Development in Language Teaching.*
     Cambridge:Cambridge University Press.

Roberts, Anthony David. (2011). *The Role of Metalinguistic Awareness in the Effective
     Teaching of Foreign Languages*:   Peter Lang AG Publishers.

Strategies to Use in the Multi-Level English Class.http://www.geocities.com

Teaching for Inclusion, Strategies for Inclusive Teaching, General Strategies. Retrieved from
     http://ctl.unc.edu/tfitoc.html

Velez,Waldemiro.(2008). El Curriculo de Educacion General en el Siglo XXI
     http://umbral.uprrp.edu/?q=El_curriculo_de_educacion_general_en_el_siglo_XXI

Velez, Waldemiro. (2011). Epistemologias de la Educacion General.
     http://umbral.uprrp.edu/?q=Epistemologias-de-la-educacion-general

Revised by L. Soucy, M. Lockwood and N. Rios May 2015
Approved by level professors 2015