

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

Course Title:	Intensive Basic English Laboratory I
Course Code:	INGL 3161 Lab
Credits/hours:	3 hours per week / 0 credits
Requirement:	469 or less on the CEEB-ESLAT Exam
Co-requisite:	INGL 3161 Intensive Basic English Course I

Course Description:

The laboratory provides students with the additional practice that they need to reinforce their language competencies so that they are better able to complete the requirements of their general education course. Students are enrolled in the laboratory during the same semester in which they take the INGL 3161 course. The lab teacher collaborates with the course teacher to reinforce course objectives.

In the laboratory, emphasis is placed on identifying and addressing the individual oral and written proficiency of each student. Short reading selections and poems are used to develop listening, speaking, reading and writing competencies. Selected grammar in context is introduced and reinforced to help students to improve their overall fluency. Listening comprehension and pronunciation activities and a variety of audio and audiovisual materials help students to improve their intelligibility and comprehension of spoken English.

General 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 orally and intelligibly in a variety of contexts
 - A1. Actively participate in lab activities by answering and formulating relevant questions, making negative statements, using new vocabulary, expressing their own ideas and supporting their opinions by agreeing or disagreeing with others.
 - A2. Improve their pronunciation to increase intelligibility (contractions, final s, final ed, vowels)
 - A3. Use the criteria of clarity and delivery from the Basic English Oral Presentation Rubric (2015) to improve their speaking skills
 - A4. Utilize note-taking, cloze exercises, dictation, and other strategies to show improvement in listening comprehension
- B. Demonstrate understanding of how language functions in a variety of contexts
 - B1. Utilize error analysis and contrastive analysis to edit their writing

- B2. Demonstrate understanding and basic use of selected grammar and syntax.
 - a. Present and past tense of verb “be”
 - b. Subject and object pronouns, possessive adjectives
 - c. Simple past tense of regular and irregular verbs
 - d. Present progressive (continuous) tense
 - e. Simple future tense with “will” and “be going to”
- B3. Formulate yes/no and information questions to facilitate communication and text comprehension.
- B4. Utilize correct negative statements to improve oral and written intelligibility
- B5. Comprehend the importance of non-verbal communication (proxemics, haptics,...) in effective communication across languages and cultures
- C. Increase their oral and written vocabulary to improve overall comprehension and fluency
 - C1. Determine the meaning of unknown words and phrases using context clues and cognates
 - C2. Incorporate increasingly more sophisticated vocabulary into their speech and writing
- D. Express themselves coherently when they write in English
 - D1. Produce intelligible paragraphs, brief stories and compositions that demonstrate acquisition of organizational skills and target grammar and syntax.
- E. Collaborate in the inclusion of students with disabilities into all class activities.
 - E1. Utilize peer mentoring
 - E2. Fully integrate students with special needs into group activities
- F. Utilize online, library and other sources to enhance class discussions, oral and written assignments and reinforce basic research skills presented in the course.
 - F1. Cite sources according to APA and/or MLA standards
 - F2. Recognize plagiarism and how to avoid it

Course Outline and Time Distribution (Sample)

Unit I (9 hours)

A. Introduction to course /Oral interviews with students

B. Grammar/writing pre-test

Unit II Student self-assessment (Ongoing)

Dealing with English-related anxiety (6 hours)

Unit I (21 hours)

A. Basic English sentence and paragraph structure, parts of speech

B. Grammar in context: Core grammar (sample topics for contextualization: advertising, environmental issues, gender, technology...)

Core grammar

1. Subject and object pronouns (contractions)
2. Possessive adjectives
3. Singular and plural forms
4. Verbs: Include affirmative and negative forms, yes/no and information questions
 - a. Simple present tense and past tenses of verb be
 - b. Present progressive tense (contractions)
 - c. Simple present tense (pronunciation of final s)
 - d. Simple past tense (pronunciation of final ed)
 - e. Future tense with “will” and “be going to”

Additional items may be included as the need arises and time permits (e.g. possessive nouns, comparatives and superlatives, prepositions of place and time, definite and indefinite articles...)

C. Basic dictionary/thesaurus skills

D. Punctuation

E. Additional pronunciation (e.g. /r/, /v/, /l/, /z/. sh, ch, vowels, stress and intonation)

F. Listening comprehension skills

G. Nonverbal communication (haptics, proxemics, kinesics, eye contact)

H. Communicative skills (e.g. asking and answering questions, agreeing and disagreeing, giving reasons and opinions, providing instructions, describing similarities and differences, places and people...)

I. Comprehension and analysis of brief reading selections to provide context for skills development

J. Accessing reliable sources of information and avoiding plagiarism

Unit III (9 hours)

A. Grammar/Writing test

B Oral presentation

C. Self- assessment and course evaluation

Total: 45 hours

Instructional Strategies

The lab component reflects an eclectic approach in which students play an active role in their learning process. Elements of the process approach are used to teaching writing. Through contrastive analysis, error analysis and peer correction, students learn to direct their own learning. They are provided with multiple opportunities to acquire grammar, syntax and vocabulary to improve their aural/oral, reading and writing skills. Students also learn to use reference texts, library resources and computer technology to improve their English skills and make them independent learners who understand that language learning constitutes a life-long journey. Affective factors are addressed through metacognitive exercises. Assessment activities and strategies are also used to evaluate student's learning.

Resources:

Lab manuals prepared by teaching staff, metacognitive manual (prepared by Profs. Mildred Lockwood and Cynthia Pittmann, grammar texts, (recommended: Elbaum, Sandra. (2010). *Grammar in Context Book 2*. 5th ed. Boston.Heinle.) supplementary teacher-prepared materials, audio and audiovisual materials, websites, dictionaries, ESL software, selected readings, poems, songs, photographs, slides and films.

Note: Students are encouraged to seek tutoring at the Center for Linguistic Competencies. The PSAE students have tutors assigned to the program.

Evaluation:

The laboratory component consists of three hours per week and 40% of the final grade for the course INGL 3161. The reading and essay writing component of the course has a value of 60% for a total of 100% for both components. Students must pass both components to fulfill their first year English language requirement.

Grading system:

Grading system:

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

Attendance: Students must attend all sessions to fully benefit from the course.

Participation: Activities are designed for mandatory and maximum participation of all students.

Evaluation Strategies: Examples include:

A. Attendance: Students must attend all sessions to fully benefit from the lab..

B. Participation: Activities are designed for maximum participation of all students.

C. Pre-post

1. Aural/oral interviews

2. Grammar test

3. Writing (Composition)

4. Self-assessment

D Unit and other tests

E Oral and written assignments

F Journals

G. Portfolios

H. Individual and/or group oral/written presentations

It is important to note that the lab units are not necessarily chronological but ongoing throughout the semester. The lab also includes:

A. Ongoing student assessment of lab and self-assessment of individual progress

B. Ongoing teacher assessment of lab and their role as facilitators

C. Final evaluation of workshop by students and professors

Accommodations are made for students with special needs.

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.

Bibliography:

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Broukal, M. (2006). *Grammar Form and Function 2*. New York: McGraw-Hill.

Crusan, Deborah. (2002). "An assessment of ESL Writing Placement". *Assessing Writing* 17-30.

Dale, Paulette and James C. Wolf. (1988). *Speech Communication for International Students*. Englewood Cliffs, New Jersey: Prentice-Hall.

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Haiman Arena, Ada, and Mildred Lockwood Benet. (2004). English for Interpreting the World: A Course for First Generation University Freshmen. *Pedagogía*. 37: 76-88.

Keller, H. (2004). *The Story of My Life: The Restored Edition*. Beyer, J. American Classics.

Lockwood, Mildred. (2003). *Reflections on Metalinguistic and Emotional Awareness in the Composing Processes of Basic First-Year ESL Students at the University of Puerto Rico: A Longitudinal Action Research Study*. Doctoral Thesis. University of Puerto Rico.

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Lockwood, Mildred and C. Pittmann. (2007). *Metacognitive Manual: A Writing Awareness Portfolio for 2nd Language Learners*. English Department, College of General Studies, University of Puerto Rico, Río Piedras Campus.

López, Nancy.(2008). *Informe sobre perfil de los estudiantes de 3003-3004 al finalizar la experiencia de inglés en su primer año*. UPRRP.

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Shin, Sara.(2002). “Ten Techniques for Successful Writing Tutorials”. *TESOL Journal*, vol. 11 No.1 Spring .

Shining Soul: Helen Keller’s Spiritual Life and Legacy. (2005). DVD Swedenborg Foundation.

Zavala, Myrna.(2003). *Results: Freshman English Student Profile*. University of Puerto Rico, College of General Studies, English Department.

Films: *The Miracle Worker, The Visitor, Almost A Woman, Amreeka*

World Wide Websites:

Electronic Dictionaries:

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

<http://www.oxfordlearnersdictionaries.com/us>

<http://www.merriam-webster.com/>

<http://www.usingenglish.com/reference/idioms/>

<http://visual.merriam-webster.com/index.php>

wordreference.com

Linguistic Phonetics Guide:

<http://www.uiowa.edu/~acadtech/phonetics/>

Pronunciation Guides

<http://pronuncian.com/>

Academic Reading Strategies

<http://writingcenter.unc.edu/esl/resources/academic-reading-strategies/>