

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

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| Course Title: | Intensive Basic English II |
| Course Code: | INGL 3162 |
| Credits/hours: | 3 hours per week / 3 credits |
| Pre-requisite: | INGL 3161 Intensive Basic English Course and INGL 3161 Intensive Basic English Laboratory |
| Co-requisite: | INGL 3162 Intensive Basic English Lab |

Course Description:

This course fulfills the general education component of the undergraduate program. It continues to provide students with the opportunity to improve their linguistic competencies in English by focusing on the development of listening, speaking, reading and writing skills. Selected themes will be examined through an interdisciplinary lens with an emphasis on the relationships between people and their natural and social environments. The content highlights the reading and analysis of short stories. This course is taken concurrently with Intensive Basic English Laboratory II. Students write essays to demonstrate their ability to analyze the selected readings and express themselves clearly and coherently in English. Students incorporate selected grammatical items presented in the Laboratory to improve their listening, speaking, reading comprehension and writing. They also integrate reference texts, library resources and websites to improve their English, acquired basic research skills and help them to become independent language learners.

General Course Objectives:

Consistent with the English Department's general objectives, by the end of the INGL 3162 course, the students will be able to:

- A. Communicate orally and intelligibly in academic contexts.
Specific Objectives:
 - 1. Express their ideas and support their opinions, agree or disagree, engage in criticism of texts
 - 2. Demonstrate listening and speaking skills through participation in class discussions, following directions, recognizing key words, understanding and using new vocabulary, performing specific tasks, and asking questions and providing appropriate responses.
 - 3. Demonstrate an improvement in their overall intelligibility and pronunciation as evidenced in their oral participation in class and their oral reports
 - 4. Put into practice aural/oral communicative competencies by (e.g. narrating, informing, describing, giving opinions, asking and answering questions, agreeing and disagreeing...)
- B. Show adequate proficiency in the ability to write intelligible essays integrating content, organization, vocabulary, grammar and mechanics as evidenced by the Basic English Writing Rubric (Revised 2015).
Specific Objectives:

1. Produce clear and well developed essays using a process approach to writing that includes prewriting activities, drafting, revising and editing.
 2. Develop ideas in short essays maintaining focus on the topic, containing a clear thesis statement, relevant support, smooth transitions and a fully developed conclusion.
 3. Write coherent texts with an adequate range of vocabulary and minor errors in grammar that do not interfere with meaning.
- C. Utilize texts to improve their vocabulary and comprehension.
Specific Objective:
1. Develop vocabulary by using dictionary effectively, recognizing cognates and false cognates, determining meaning from context.
- D. Summarize and analyze selected texts (primarily short fiction) using various interdisciplinary approaches to literature.
Specific Objectives:
1. Interpret and analyze the readings by using interdisciplinary approaches to literary criticism (Historical/ Psychoanalytical/ Biographical/ Feminist)
 2. Demonstrate their ability to analyze a short story at the literal, interpretive, and critical levels by summarizing the plot, describing the setting and characters, identifying themes and evaluating the significance of the reading
- E. Evaluate a text's relevance and validity by connecting it to personal experience
Specific Objectives:
1. Critically evaluate aesthetic, ethical, humanistic and cultural values underlying texts and apply key concepts to their lives
 2. Evaluate the readings by making connections between the stories and their own reality
- F. Consciously evaluate their language progress.
Specific Objectives:
1. Identify their problem area (thesis statement, essay structure, grammar, vocabulary).
 2. Demonstrate more confidence when speaking English as evidence in the self-assessment activities.
- G. Improve research competencies by utilizing the library and computer technology.
Specific Objective:
1. Effectively integrate, document and cite (paraphrase, direct or indirect) from different sources using MLA or APA styles.
- H. Collaborate in the inclusion of students with disabilities in all class activities.
Specific Objective:
1. Assist classmates to fully integrate students with disabilities.
 2. Fully integrate students with special needs into group activities.

Course Outline and Time Distribution

Unit I Introduction to Course, Short Story Analysis (9 hours)
Discuss syllabus and Elements of the short story
Mini sagas

Unit II Immigration (15 hours)

No Speak English (Sandra Cisneros) Elena (Pat Mora)

The Summer of the Beautiful White Horse

The Circuit (Francisco Jiménez)
Film, The Visitor

Unit III Literature and the Environment (12 hours)

Two Were Left (Hugh B. Cave)

A White Heron (Sarah Orne Jewett) “My Father’s Song” (Simon Ortiz)
film, Avatar

Jones Beach (Nicholas Gagarin)

Unit IV Oral reports and discussion of topics (9 hours)

Evaluation (final exam, course evaluation, self evaluation)

Total: 45 hours

Instructional Strategies:

The sessions reflect an eclectic approach in which students play an active role in their learning process. Essay writing is presented and practiced as a process that incorporates pre-writing activities, writing, revising and editing. Through contrastive analysis and error analysis, 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 competencies. Various interdisciplinary approaches to literary criticism can be used. For example: historical, biographical, psychological, etc. Refer to <https://owl.english.purdue.edu/owl/resource/722/01/> *Literary Theory and Schools of Criticism* by Allen Brizee, J. Case Tompkins. Students also learn to use reference texts, library resources and websites to improve their English skills and make them independent learners who understand that language learning constitutes a life-long journey. Continued emphasis is placed on essay writing and the synthesis and analysis of short fictional reading selections. Assessment activities and strategies are also used to evaluate student’s learning.

Resources:

Short fiction, poems, teacher-prepared materials, audio and audiovisual materials, films, 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 is three hours per week and has a value of 60%. The laboratory component also consists of three hours per week and constitutes 40% of the final grade for the course.

Grading system:

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

The following will be considered in the evaluation process:

- A. Aural/oral work – oral activities, class participation and final oral report (10%)
- B. Writing/Short Story Analysis (Final department exam or equivalent) (10%)
- C. Two Unit essay tests (20%)
- D. Journal responses to stories, poems, films and oral reports and other writing assignments (20%)
- E. 60% of final grade plus laboratory grade of 40%= 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

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

- Baéz Milán, Tony. (1994). *Tales from an Invisible Continent*. Los Angeles. Flying Machine Publishers.
- Broukal, M. (2006). *Grammar Form and Function 2*. New York: McGraw-Hill.
- Cisneros, S. (1989). *The House on Mango Street*. New York: Vintage Books.
- Danticat, E. (2002). *Behind the Mountains*, NY: Scholastic, Inc.
- Dresser, C. (1998). *The Rainmaker's Dog: International Folktales to Build Communicative Skills*. Cambridge: Cambridge University Press.
- Dyer, Brenda, ed. *Power Play: Individuals in Conflict*. (1996). Upper Saddle River, New Jersey: Prentice Hall Regents.
- Impact*. (1996). 2nd ed. Austin: Holt, Rinehart, and Winston.
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- Jorgensen, S. and V. Whiteson. (1993). *Personal Themes in Literature: The Multicultural Experience*. Englewood Cliffs: NJ.
- Kay, J. and R. Gelshenen. (2013). *Discovering Fiction 1: A Reader of American Short Stories*. Cambridge: Cambridge University Press. ISBN-13: 978-1107652224
- Longman Dictionary of American English with Thesaurus and CD ROM*. (2004). New York: Pearson.
- McConochie, J. A. (1995). *20th Century American Short Stories: Book 1*. Heinle & Heinle.
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- Rubio, T. (1993). *Slices of Life: Writing from North America*. Englewood Cliffs: NJ.
- Saitz, R.L. and F.B. Stieglitz. (1993). *Short Takes in Fiction: Critical Thinking, Reading, and Writing*. Reading, MA: Addison-Wesley.

World Wide Websites for Grammar:

<http://owl.english.purdue.edu/handouts/esl/eslstudent.html>
<http://www.english-the-easy-way.com/>
<http://www/eslcafe.com/>
<http://marksesl.com/studentlinks.html>

Website for literature:

<http://depts.gallaudet.edu/englishworks/literature/main/fiction.htm> See databases and other electronic materials available to UPR students. (e.g. Biography Resource Center)

<https://owl.english.purdue.edu/owl/resource/722/01/>

Electronic Dictionaries:

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

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

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<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/>

Readings for RACE:

Electronic Resource to talk about race by the American Anthropology Association

<http://www.understandingrace.org/home.html>

Documentary A Girl like me

<http://www.understandingrace.org/lived/video/index.html>

Glossary to talk about race

<http://www.understandingrace.org/resources/glossary.html>

So What are you, anyways? By Lawrence Hill

Author's webpage

<http://lawrencehill.com/>

The Bracelet By Yushiko Uchida

Biographical Information

<http://voices.cla.umn.edu/artistpages/uchidaYushiko.php>

