

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

Course Title:	Intensive Basic English Laboratory II
Course Code:	INGL 3162
Credits/hours:	3 hours per week / 0 credits
Pre-requisite:	INGL 3161 Intensive Basic English Course and INGL 3161 Intensive Basic English Laboratory
Co-requisite:	INGL 3162 Intensive Basic English

Course Description:

The laboratory provides students with additional practice to acquire the linguistic competencies that will enable them to complete the requirements of their general English course. Students simultaneously enroll in the 3162 course and laboratory. The laboratory focuses upon the individual English proficiency of each student with a continued emphasis on the further development of aural/oral, writing, and reading competencies. Poetry and fiction are employed as springboards for acquiring competencies in these areas. Students use reference texts, library resources and websites to improve their English and help them to become independent language learners.

General Objectives:

Students will be able to:

- A. Communicate orally and intelligibly in a variety of contexts
Specific Objectives:
 - 1. Actively participate in lab activities by answering and formulating relevant questions, making negative statements, using new vocabulary correctly in their responses, expressing their own ideas and supporting their opinions by agreeing or disagreeing with others.
 - 2. Improve their pronunciation to increase intelligibility.
 - 3. Present an organized, informative and intelligible oral report that complies with the Basic English Oral Presentation Rubric (2015).
 - 4. Develop note-taking skills and other strategies to understand short oral presentations.

- B. Demonstrate understanding of how language functions in different contexts to make effective choices of grammar and syntax in their writing
 - 1. Employ error analysis and contrastive analysis to edit their writing.
 - 2. Demonstrate understanding and basic use of selected grammar and syntax.
 - 3. Formulate yes/no and information questions to facilitate communication and text comprehension.

4. Formulate negative statements.
- C. Students will increase their oral and written vocabulary to enhance their overall comprehension and fluency.
1. Determine the meaning of unknown words and phrases by using context clues and cognates.
 2. Incorporate increasingly more sophisticated vocabulary into their speech and writing.
- D. Express themselves coherently and intelligibly when they write in English.
1. Use the writing process they learn in the course and the grammar and vocabulary from the laboratory to produce coherent and intelligible writing assignments.
- E. Collaborate in the inclusion of students with disabilities into all class activities.
1. Utilize peer mentoring
 2. Fully integrate students with special needs into group activities
- F. Utilize basic research skills to enhance class discussions, oral and written assignments and reinforce basic research skills presented in the course.
1. Use the library, academic websites and data bases to gather information for their assignments.
 2. Employ APA or MLA to cite sources appropriately.
 3. Recognize and avoid plagiarism in their work by integrating sources as mentioned in the Basic English Oral Presentation Rubric (2015).

Course Outline and Time Distribution

Unit I (3 hours)

A. Introduction to course, discussion of syllabus, diagnostic grammar/writing test

Unit II Grammatical Content in context (24 hours)

B. Sample contexts: fictional texts, dialogues, excerpts from academic texts (especially for passive voice), songs, films

Review present progressive (continuous) tense, introduce past progressive (continuous) tense

Review simple past, contrast simple past and past progressive

Modals

Present perfect tense

Past perfect tense

Active/passive voice

Infinitives and gerunds

C. Pronunciation (reductions, vowels) (Any other pronunciation issues will be addressed throughout the semester as the need arises.)

D. Nonverbal communication: haptics, proxemics, kinesics

E. Communicative skills (telling a story, talking about past events describing experiences, imagining, using narrative techniques, transitions, dialogue, making suggestions, giving advice, asking and answering questions, agreeing and disagreeing

Oral reports and note-taking, discussion of reports (9 hours)

Grammar and syntax review (6 hours) (Context: writing activities

A. Grammar/writing Test(s) (3 hours)

Course evaluations

Total: 45 hours

Instructional Strategies:

The laboratory provides an eclectic approach in which students play an active role in their learning process. Elements of the process approach are used to teach 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 listening, speaking, reading and writing skills. 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. Affective factors are addressed through metacognitive exercises. Brief reading selections, poems songs, films are employed to reinforce target grammar and syntax. The lab component offers opportunities to improve listening comprehension and pronunciation through a variety of documentaries, movies songs, along with online and teacher prepared exercises. Assessment activities and strategies are also used to evaluate student's learning.

Resources:

The text is a published contextualized grammar text or teacher-prepared lab manual, teacher-prepared materials, audio and audiovisual materials, websites, dictionaries, grammar texts, ESL software, selected readings, songs, photographs, etc.

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

Revised by L.Soucy,M.Lockwood, N. Rios
March 2015

Evaluation Strategies:

The laboratory component corresponds to three hours per week and 40% of the final grade for the course INGL 3162. 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.

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 sessions.

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

Oral reports, grammar, and writing tests are employed.

Accommodations are made for students with special needs.

Recommended:

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

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

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

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

Elbaum, Sandra. (2010). *Grammar in CONTEXT 2*. Boston: Thomson Heinle.

ISBN-10: 1424079012

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.

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

Murphy, R. *Basic Grammar in Use*. (1993). Cambridge: Cambridge University Press.

Information sources

<http://www.tendenciaspr.com>

http://umbral.uprrp.edu/file/Bibliografia_of_America,2001.

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>

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

Linguistic Phonetics Guide:

<http://www.uiowa.edu/acadtec/phonetics>

Pronunciation Guide:

<http://pronuncian.com/>

Academic Reading Strategies:

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

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