

**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

Prerequisite: 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.

Learning 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).

Content 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.

Unit III. Oral reports and note-taking, discussion of reports

(9 hours)

Unit IV. Grammar and syntax review

(6 hours)

(Context: writing activities)

Grammar/writing Test(s) and course evaluations

(3 hours)

Total contact hours: 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.

Student Textbook:

Mackey, Daphne. *Grammar Explorer 1*. Cengage Learning. (2015). ISBN: 978-1-111-

35019-2

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.

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.

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

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

Oral reports, grammar, and writing tests are employed.

Recommended:

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

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

English Department Attendance Policy:

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

Rights of Students with Disabilities:

The University of Puerto Rico complies with all state and federal laws and regulations related to discrimination including “The American Disabilities Act” (ADA) and Law #51 from the Puerto Rico Commonwealth (Estado Libre Asociado de Puerto Rico). Every student has the right to request and receive reasonable accommodation and Vocational Rehabilitation Services (VRS). Those students with special needs that require some type of particular assistance or accommodation shall explicitly communicate it directly to

the professor. Students who are receiving VRS services shall communicate that to the professor at the beginning of the semester to facilitate appropriate planning and the necessary equipment according to the Persons with Disabilities Affairs Office (Oficina de Asuntos para las Personas con Impedimentos [OAPI]), administered by the Dean of Students Office. Any other student requiring assistance or special accommodation shall also communicate directly with the professor. Reasonable accommodations requests or services do not exempt the student from complying and fulfilling academic and course related requirements and responsibilities. Differential evaluation will be provided to students with special needs who have been duly certified by OAPI. (See Circular Núm. 9 de 2002–2003.)

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, 2009-1010) 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’s answers to the questions of an oral or written exam, taking or getting someone else to take an 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 Students General Bylaws.

Gender and Sexual Identity Discrimination Policy:

The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms, including that of sexual harassment. According to the Institutional Policy Against Sexual Harassment at the University of Puerto Rico, Certification Num. 130, 2014-2015 from the Board of Governors, any student subjected to acts constituting sexual harassment, must turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or a formal complaint.

Grading system:

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

Bibliography:

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

Elbaum, Sandra. (2016). *Grammar in CONTEXT 2*. Sixth Edition. 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.

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

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>

wordreference.com

<http://www.english-the-easy-way.com/>

<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

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