

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

**Course Title:** Basic English I

**Course Number:** INGL 3101

**Credits/hours:** 3 credits per semester/ 3 class hours

**Prerequisite:** A CEEB-ESLAT score of: PEAU 470-580 or PAA 471-600 and demonstrate basic competencies of English fundamentals in a short written composition administered the first week of class.

**Course Description:**

**A. Course**

This is an interdisciplinary course that fulfills the English requirements for the general education component of the bachelor's degree. It is a course of English for academic purpose. This course covers the study of essays as well as other non-fictional readings. It emphasizes an integrated literature approach focused on the study of inter and multidisciplinary content. The course seeks to help students develop their ability to think logically, read actively, write clearly, and develop information literacy competencies. Students develop the competencies to move from a simple literal understanding of ideas and events towards the more complex intellectual levels of analysis and critical thinking. In addition, the course aims to help students use linguistic and research tools effectively.

**B. Student Profile**

On the basis of the standards of language proficiency of the ACTFL (American Council on the Teaching of Foreign Languages), the students of English 3101 range from intermediate mid to intermediate high.

**Learning Objectives:**

Consistent with the English Department's general objectives, by the end of their first semester of English, 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:

1. Communicate orally and intelligibly in a variety of academic situations.
2. Apply comprehension competencies in reading of non-fictional selections.

3. Apply interpretative-analytical competencies in reading of non-fictional selections.
4. Evaluate the relevance and validity of information in non-fictional selections.
5. Critically examine aesthetic, ethical, humanistic and cultural values in representative literary works.
6. Express ideas in written form with clarity, precision, coherence, unity, and logic.
7. Demonstrate the ability to use the library and computer technology for preliminary research.
8. Demonstrate ability to efficiently search for information and effectively and ethically use and manage information.
9. Collaborate in the inclusion of students with disabilities into all class activities.

**Content Outline and Time Distribution:**

I. Introduction (3 hours)

- A. Initial assessment and placement diagnostic.  
 Identification of students that are participants of the Vocational Rehabilitation Program to plan for reasonable accommodation.
- B. Presentation and discussion of the course outline.
- C. Discuss mission of the College of General Studies and English Department.
- D. Skills to be developed throughout the semester:  
 Reading comprehension strategies: underlining, annotating, outlining, summarizing;  
 essay analysis tools: elements of the essay;  
 writing strategies: summaries, reaction paragraphs, essays;  
 writing process: pre-writing, drafting, revising, editing, publishing;  
 information literacy skills: quoting, paraphrasing, referencing, and citing;  
 critical thinking skills: analysis, synthesis, and application;  
 grammar skills: selected grammar concepts and structures;  
 listening and speaking skills: class discussions and oral presentations;  
 vocabulary: unit content, connectors/transitional devices, reporting verbs.

II. Unit on Education (12 hours)

- A. General education and specialized education.
- B. Domesticating education vs. liberating education.
- C. Interdisciplinary education.

III. Unit on Language and Culture (12 hours)

- A. Language and Communication.
- B. Culture.
- C. Gender Issues.

IV. Current Social Issues (9 hours)

(Each professor will select a theme of current relevance and interest.)

V. Integrative Sessions (9 hours)

- A. Oral presentations integrating readings and class discussions.
- B. Other activities such as panel discussion focusing on semester issues.
- C. Exit level assessment or evaluation strategies using the current Level Rubrics.

Total contact hours: 45 hours

**Instructional Strategies:**

In the teaching of English 3101, professors carry out a number of activities with students. Some of these are: guide questions, group work, oral presentations, use of dictionaries, providing exercises for practice on the elements of the essay, outlining, summarizing, visiting the library, research on assigned topics, use of technology and online resources, movies, audio-recordings, conferences and guest speakers. Essays, articles, biographies, newspaper articles, teacher-prepared materials, audio and audio-visual materials, films, documentaries, websites, dictionaries, grammar texts, ESL software, selected readings, songs, photographs, and art are used. Students are encouraged to seek tutoring at the Center for Linguistic Competencies. The PSAE students have tutors assigned to them. Assessment activities and strategies such as the use of rubrics are also used to evaluate student's learning.

**Required Student Textbook:**

*Basic English 3101-3102.* (2019). New York, NY: McGraw Hill-Education/Create.

ISBN 9781307470826

Online, teacher made and assigned supplementary materials such as dictionaries.

**Evaluation Strategies:**

A. Exams such as essay exams and oral presentations	40%
B. Quizzes and homework assignments	10%
C. Classroom participation	20%
D. Written work	20%
E. Final Departmental Exam	10%
Total: 100%	

**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 Policy:**

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 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:**

Aarts, Bas. *Oxford Modern English Grammar*. New York: Oxford UP, 2011. Print.

*The American Heritage Dictionary of the English Language*. 5<sup>th</sup> ed. New York: Houghton Mifflin, 2011. Print.

Bloom, Lynn. *The Essay Connection*. 10<sup>th</sup> ed. Boston: Cengage Learning, 2013. Print.

Dollahite, Nancy and Julie Haun. *Sourcework: Academic Writing from Sources*. 2<sup>nd</sup> ed. Boston: Heinle and Heinle, 2011. Print.

Fitzpatrick, Mary. *Engaging Writing 2: Essential Skills for Academic Writing*. 2<sup>nd</sup> ed. New York: Pearson, 2011. Print.

Flachmann, Kim. *Mosaics Reading and Writing Essays*. 6<sup>th</sup> ed. Boston: Pearson, 2014.

Funk, Robert W., et al. *The Simon & Schuster Short Prose Reader*. 6<sup>th</sup> ed. New York: Pearson, 2012. Print.

Halliday, M.A.K. *Halliday's Introduction to Functional Grammar*. 4<sup>th</sup> ed. New York: Routledge, 2014. Print.

Harmon, William. *A Handbook to Literature*. 12<sup>th</sup> ed. Boston: Pearson, 2011. Print.

Herman, David, Brian McHale, and James Phelan, eds. *Teaching Narrative Theory*. New York: MLA, 2010. Print.

Herman, David, Manfred Jahn, and Marie-Laure Ryan, eds. *Routledge Encyclopedia of Narrative Theory*. New York: Routledge, 2008. Print.

J.P. Larson. *A Concise Guide to Documentation: MLA, APA, and Chicago*. Minnesota: Minnesota State College, 2012. Print

Lattuca, Lisa R. *Creating Interdisciplinarity: Interdisciplinary Research and Teaching among College and University Faculty*. Nashville: Vanderbilt Press, 2001. Print.

Lightbown, Patsy M. and Nina Spada. *How Languages are Learned*. 4<sup>th</sup> ed. Oxford: Oxford UP, 2013. Print.

*The Merriam-Webster Dictionary*. 11<sup>th</sup> ed. Mass: Merriam-Webster, 2004. Print.

*MLA Handbook for Writers of Research Papers*. 7<sup>th</sup> ed. New York: Modern Language Association, 2009. Print.

*Oxford Basic American Dictionary for Learners of English with CD-ROM*. Oxford: Oxford UP, 2011. Print.

*Oxford English Dictionary*. 7<sup>th</sup> ed. New York: Oxford UP, 2013. Print.

*Publication Manual of the American Psychological Association*. 6<sup>th</sup> ed. Washington DC: APA, 2010. Print.

Schramper Azar, Betty and Stacy Hagen. *Basic English Grammar with CD's*. 4<sup>th</sup> ed. New York: Pearson, 2014. Print.

Strunk, William Jr. *The Elements of Style*. New York: Cornell U, 2015. Print.

Toye, Richard. *Rhetoric: A Very Short Introduction*. Oxford: Oxford UP, 2013. Print.

### **Online Resources:**

The writing process

<http://owl.english.purdue.edu/owl>

Transitional words and phrases

<https://writing.wisc.edu/Handbook/Transitions.html>

Documenting sources

[https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html).

How to recognize and avoid plagiarism

[www.indiana.edu/~wts/pamphlets/plagiarisms.html](http://www.indiana.edu/~wts/pamphlets/plagiarisms.html)

Updated by Brenda Ann Camara, June 2019.  
BACW/nmha