

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

Course Title: Intensive Basic English I

Course Code: INGL 3161

Credits/hours: 3 credits per semester / 3 contact hours per week

Prerequisite: A CEEB-ESLAT score of: PEAU: 469 or less; or PAA: 459 or less, and demonstrate basic competencies of English fundamentals in a short written composition administered the first week of class.

Co-requisite: INGL 3161 Intensive Basic English Lab

Course Description:

This English for Academic Purposes course fulfills the English requirement for the general education component. It is designed for students to develop the basic English language competencies for understanding academic texts and communicating ideas orally and in writing at an intelligible level. The course provides students with oral and writing competencies for the integration of ideas around interconnected themes from various disciplines. Using nonfictional selections with interdisciplinary thematic content as the focus of discussion, oral and critical thinking skills are fostered. Writing reinforces listening, speaking, and reading competencies so that students can express ideas through thoughtful articulation and clarity as their vocabulary and contextual use of grammar increases. This course is taken concurrently with Intensive Basic English Laboratory I. The INGL 3161 population has a beginner level of proficiency ranging from novice low to novice high levels based on the proficiency guidelines from the American Council on the Teaching of Foreign Language (ACTFL 2012).

Learning 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 ideas orally at an intelligible level.
 - A1. Express their ideas clearly and support their opinions, agree or disagree, engage in criticism of texts.

- B. Show progress in clarity and delivery of ideas as measured by the Basic Oral English Presentation Rubric.
 - B1. Show listening and speaking skills through participation in class discussions, following directions, recognizing key words, understanding the main idea of spoken messages, performing specific tasks, and asking questions and providing appropriate responses.
 - B2. Organize their ideas and improve their pronunciation as evidenced in their oral participation in class.
- C. Communicate ideas in writing using a writing process that includes prewriting, drafting, revising and editing.
 - C1. Write essays that address the prompt and maintain focus on the topic as evidenced by the thesis statement.
- D. Demonstrate essay writing proficiency in content, development, organization, vocabulary, grammar and mechanics as measured by the Basic English Writing Rubric.
 - D1. Follow a logical order in introduction, body and conclusion.
 - D2. Integrate transitional words and connectives to organize their writing.
- E. Make connections and integrate ideas among readings and disciplines orally or in writing.
 - E1. Show critical thinking skills to integrate topics discussed in classes (compare/contrast, personal experiences).
- F. Read, comprehend, interpret and analyze a variety of non-fictional texts using the elements of the essay.
 - F1. Understand main idea of non-fictional texts with the aid of a dictionary.
 - F2. Underline, annotate and summarize non-fictional texts.
 - F3. Critically examine the author's position to compare to their own.
 - F4. Formulate questions to facilitate and engage in class discussion.
- G. Critically examine aesthetic, ethical, humanistic and cultural values underlying texts.
 - G1. Evaluate a text's relevance, validity and connections to personal experience.
- H. Initiate a conscious awareness of their strengths and weaknesses in English.
 - H1. Demonstrate more confidence when speaking English as evidenced by self-assessment activities.

- H2. Identify their problem areas (thesis statement, essay structure, grammar).
- I. Demonstrate the ability to access the needed information effectively, efficiently, ethically and legally.
 - I1. Integrate direct and indirect citations in text using APA or MLA.
- J. Collaborate in the inclusion of students with disabilities into all class activities.
 - J1. Assist classmates to fully integrate students with disabilities.
 - J2. Fully integrate students with special needs into group activities.
- K. Students demonstrate the ability to work and interact with digital tools to support their individual or collaborative learning activities and comply with the ethical and legal obligations associated with them.

Content Outline and Time Distribution:

- I. Introduction 6 hours
 - A. Initial diagnostics/identification of students receiving Vocational Rehabilitation services to plan for reasonable accommodation.
 - B. Self-assessment of students' language strengths and weaknesses.
 - C. Presentation and discussion of the course outline.
 - D. English as a world language.
 - E. Socio-cultural and affective aspects of learning English as a second language in Puerto Rico.

- II. Education 6 hours
 - A. Understanding General Education.
 - B. Domesticating vs. Liberating Education.
 - C. Is reading obsolete?
 - D. Sharing knowledge through writing.

- III. Language 6 hours
 - A. Language and Culture: endangered languages.
 - B. Languages in contact.
 - C. Language acquisition.
 - D. Alternative communication: sign language, Braille, neuroscience, human/animal communication among others.

- | | | |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| IV. | Current Social Issues | 12 hours |
| | Each professor will select nonfictional readings based on a current social issue such as migration, gender, discrimination, the environment, genetically modified foods, technology among others. | |
| V. | Integrative Review: Bringing it all together | 9 hours |
| | A. Oral presentation integrating readings and class discussions. | |
| | B. Essay integrating readings and class discussions. | |
| VI. | Final Evaluations | 6 hours |

TOTAL contact hours: 45 hours

Instructional Strategies:

This course is based upon collaborative discussion among students and teacher; therefore, oral participation is required. A variety of learning and assessment experiences are used to create an interactive environment to promote reflection, critical thinking and collaboration. Essays, articles, biographies, newspaper articles, teacher-prepared materials, audio and audiovisual 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 the program. Language and cross disciplinary literature are integrated to underscore the power of multiple perspectives in illuminating an object of study. Writing and Oral Rubrics will be used to assess and evaluate student academic progress. Assessment activities and strategies are also used to evaluate student's learning.

Student Textbook:

Textbooks that meet all the needs of this course at the students' reading and interest level are very difficult to find. We are constantly in search of readings and materials for these students. Course packs approved by the Department's Curriculum Committee may also be used. The recommended textbook for this level is:

Broukal, Milada. *Weaving It Together: Connecting Reading and Writing*. 4th ed. Boston, MA. National Geographic Learning. Cengage Learning. (2016).

Evaluation Strategies:

The course component corresponds to three credit hours per week and 60% of the final grade. The laboratory component has a value of 40% for a total of 100% for both components. Students must pass both components.

Oral collaboration and activities	10%
Exams	20%
Written assignments	20%
Final departmental exam or equivalent	10%
Laboratory	40%
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, 2009-1010) 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:

Antonette, M.L. Examining how the inclusion of disabled students into the general classroom may affect non-disabled classmates. Copyright 2003 Fordham Urban Law Journal. Sept. 2003 v30i6p20039 (22).

Celce-Murcia, M. (Ed.). (2004). *Teaching English as a Second or Foreign Language*. Third ed. Boston: Heinle & Heinle.

Elementary Rules of Composition from Strunks' Elements of Style
<http://www.bartleby.com/141/strunk5.html>.

Haiman A. and Lockwood M. (2009). Why Do We Teach The Essay? Restructured from a section of: "English for Interpreting the World: The Experience of a Course for First Generation University Freshmen." *Pedagogía* 37 (2003-2004):76-88.

Heuman, Judith E. Making a good law better: IDEA proposal stresses greater parental involvement and student inclusion. (Individuals with Disabilities Education Act)

Jorgensen, C. M. Curriculum and Instruction. Key Strategies to Promote Equity and Excellence. Institute on Disability, University of New Hampshire.

Kirszner, L. & Mandrell, S. (2004). *The Brief Handbook*. 4th ed. Boston: Thomson & Heinle.

Lester, M. "The Internet and People with Disabilities." Digital Divide Network, 5 mar. 2002 <http://www.digitaldividenetwork.org/content/sections/index.dfm>

Numan, D. *Second Language Teaching and Learning*. (2004). Boston: Heinle & Heinle,
O'Mally, M. & Valdez Pierce, L. (2003). *Authentic Assessment for English
Language Learners*. New York: Alta Book Center Publications.

Reade W. Dornan, Lois Matz Rosen, and Marilyn Wilson. (2003). *Within and Beyond
The Writing Process in the Secondary English Classroom*: Pearson,
Allyn&Bacon.

Richards, J.C. (2001). *Curriculum Development in Language Teaching*. Cambridge:
Cambridge University Press.

Roberts, Anthony David. (2011). *The Role of Metalinguistic Awareness in the Effective
Teaching of Foreign Languages*: Peter Lang AG Publishers.

Velez,Waldemiro.(2008). El Currículo de Educación General en el Siglo XXI

[http://umbral.uprrp.edu/?q=El currículo de educación general en el siglo XX](http://umbral.uprrp.edu/?q=El%20curr%C3%ADculo%20de%20educaci%C3%B3n%20general%20en%20el%20siglo%20XX)

!

Velez, Waldemiro. (2011). Epistemologías de la Educación General.

<http://umbral.uprrp.edu/?q=Epistemologias-de-la-educacion-general>

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

Revised by L. Soucy, M. Lockwood and N. Rios -May 2015

Approved by level professors -May 2015

Revised by V. Irizarry April 2018

Revised by M. Lockwood and F. Mendoza, May 2019

Updated by Brenda A. Camara, June 2019
BACW/nmha
Updated by Rosa E. Mejías, April 2021
REMC/2021