

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

Course Title: Intensive Basic English Laboratory I

Course Code: INGL 3161 Lab

Credits/hours: 3 hours per week / 0 credits

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 Course I

Course Description:

The laboratory provides students with the additional practice that they need to reinforce their language competencies so that they are better able to complete the requirements of their general education course. Students are enrolled in the laboratory during the same semester in which they take the INGL 3161 course. The lab teacher collaborates with the course teacher to reinforce course objectives.

In the laboratory, emphasis is placed on identifying and addressing the individual oral and written proficiency of each student. Short reading selections and poems are used to develop listening, speaking, reading and writing competencies. Selected grammar in context is introduced and reinforced to help students to improve their overall fluency. Listening comprehension and pronunciation activities and a variety of audio and audiovisual materials help students to improve their intelligibility and comprehension of spoken English.

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 orally and intelligibly in a variety of contexts.
 - A1. Actively participate in lab activities by answering and formulating relevant questions, making negative statements, using new vocabulary, expressing their own ideas and supporting their opinions by agreeing or disagreeing with others.
 - A2. Improve their pronunciation to increase intelligibility (contractions, final s, final ed, vowels).
 - A3. Use the criteria of clarity and delivery from the Basic English Oral Presentation Rubric (2015) to improve their speaking skills.
 - A4. Utilize note-taking, cloze exercises, dictation, and other strategies to show improvement in listening comprehension.
- B. Demonstrate understanding of how language functions in a variety of contexts.
 - B1. Utilize error analysis and contrastive analysis to edit their writing.
 - B2. Demonstrate understanding and basic use of selected grammar and syntax.
 - a. Present and past tense of verb “be”.
 - b. Subject and object pronouns, possessive adjectives.
 - c. Simple past tense of regular and irregular verbs.
 - d. Present progressive (continuous) tense.
 - e. Simple future tense with “will” and “be going to”.
 - B3. Formulate yes/no and information questions to facilitate communication and text comprehension.
 - B4. Utilize correct negative statements to improve oral and written intelligibility.
 - B5. Comprehend the importance of non-verbal communication (proxemics, haptics...) in effective communication across languages and cultures.
- C. Increase their oral and written vocabulary to improve overall comprehension and fluency.
 - C1. Determine the meaning of unknown words and phrases using context clues and cognates.
 - C2. Incorporate increasingly more sophisticated vocabulary into their speech and writing.
- D. Express themselves coherently when they write in English.

- D1. Produce intelligible paragraphs, brief stories and compositions that demonstrate acquisition of organizational skills and target grammar and syntax.
- E. Collaborate in the inclusion of students with disabilities into all class activities.
 - E1. Utilize peer mentoring.
 - E2. Fully integrate students with special needs into group activities.
- F. Utilize online, library and other sources to enhance class discussions, oral and written assignments and reinforce basic research skills presented in the course.
 - F1. Cite sources according to APA and/or MLA standards.
 - F2. Recognize plagiarism and how to avoid it.
- G. 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:

Unit I	(9 hours)
A. Introduction to course /Oral interviews with students.	
B. Grammar/writing pre-test.	
Unit II Student self-assessment.	(Ongoing)
Dealing with English-related anxiety.	(6 hours)
Unit III	(21 hours)
A. Basic English sentence and paragraph structure, parts of speech.	
B. Grammar in context: Core grammar (sample topics for contextualization: advertising, environmental issues, gender, technology...)	
Core grammar	
1. Subject and object pronouns (contractions).	
2. Possessive adjectives.	
3. Singular and plural forms.	
4. Verbs: Include affirmative and negative forms, yes/no and information questions.	

- a. Simple present tense and past tenses of verb be.
- b. Present progressive tense (contractions).
- c. Simple present tense (pronunciation of final s).
- d. Simple past tense (pronunciation of final ed).
- e. Future tense with “will” and “be going to”.

Additional items may be included as the need arises and time permits (e.g. possessive nouns, comparatives and superlatives, prepositions of place and time, definite and indefinite articles...)

C. Basic dictionary/thesaurus skills.

D. Punctuation.

E. Additional pronunciation (e.g. /r/, /v/, /l/, /z/. sh, ch, vowels, stress and intonation).

F. Listening comprehension skills.

G. Nonverbal communication (haptics, proxemics, kinesics, eye contact).

H. Communicative skills (e.g. asking and answering questions, agreeing and disagreeing, giving reasons and opinions, providing instructions, describing similarities and differences, places and people.

I. Comprehension and analysis of brief reading selections to provide context for skills development.

J. Accessing reliable sources of information and avoiding plagiarism.

Unit III

(9 hours)

A. Grammar/Writing test.

B. Oral presentation.

C. Self- assessment and course evaluation.

Total contact hours: 45 hours

Instructional Strategies:

The lab component reflects an eclectic approach in which students play an active role in their learning process. Elements of the process approach are used to teaching 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 aural/oral, reading and writing skills. Students also learn to use reference texts, library resources and computer technology 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. Assessment activities and strategies such as the use of rubrics are also used to evaluate student's learning.

Student Textbook:

Mackey, Daphne. *Grammar Explorer 1*. Cengage Learning. (2015). ISBN: 978-1-111-35019-2

Supplementary online materials, teacher-prepared materials, audio and audiovisual materials, websites, dictionaries, ESL software, selected readings, poems, songs, photographs, slides and films.

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 consists of three hours per week and 40% of the final grade for the course INGL 3161. 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 to fulfill their first year English language requirement.

- A. Attendance: Students must attend all sessions to fully benefit from the lab.
- B. Participation: Activities are designed for maximum participation of all students.
- C. Pre-post.
 - 1. Aural/oral interviews.
 - 2. Grammar test.
 - 3. Writing (Composition).
 - 4. Self-assessment.
- D. Unit and other tests.
- E. Oral and written assignments.
- F. Journals.
- G. Portfolios.
- H. Individual and/or group oral/written presentations.

It is important to note that the lab units are not necessarily chronological but ongoing throughout the semester. The lab also includes:

- A. Ongoing student assessment of lab and self-assessment of individual progress.
- B. Ongoing teacher assessment of lab and their role as facilitators.
- C. Final evaluation of workshop by students and professors.

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:

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Zavala, Myrna.(2003). Results: *Freshman English Student Profile*. University of Puerto Rico, College of General Studies, English Department.

Films: *The Miracle Worker*, *The Visitor*, *Almost A Woman*, *Amreeka*

World Wide Websites:

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

Pronunciation Guides

<http://pronuncian.com/>

Academic Reading Strategies

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

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