

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

Course Title: Intensive Basic English II

Course Code: INGL 3162

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

Pre-requisite: INGL 3161 Intensive Basic English Course and
INGL 3161 Intensive Basic English Laboratory.

Co-requisite: INGL 3162 Intensive Basic English Lab

Course Description:

This course fulfills the general education component of the undergraduate program. It continues to provide students with the opportunity to improve their linguistic competencies in English by focusing on the development of listening, speaking, reading and writing skills. Selected themes will be examined through an interdisciplinary lens with an emphasis on the relationships between people and their natural and social environments. The content highlights the reading and analysis of short stories. This course is taken concurrently with Intensive Basic English Laboratory II. Students write essays to demonstrate their ability to analyze the selected readings and express themselves clearly and coherently in English. Students incorporate selected grammatical items presented in the Laboratory to improve their listening, speaking, reading comprehension and writing. They also integrate reference texts, library resources and websites to improve their English, acquired basic research skills and help them to become independent language learners.

Learning Objectives:

Consistent with the English Department's general objectives, by the end of the INGL 3162 course, the students will be able to:

A. Communicate orally and intelligibly in academic contexts.

Specific Objectives:

1. Express their ideas and support their opinions, agree or disagree, engage in criticism of texts.
 2. Demonstrate listening and speaking skills through participation in class discussions, following directions, recognizing key words, understanding and using new vocabulary, performing specific tasks, and asking questions and providing appropriate responses.
 3. Demonstrate an improvement in their overall intelligibility and pronunciation as evidenced in their oral participation in class and their oral reports.
 4. Put into practice aural/oral communicative competencies by (e.g. narrating, informing, describing, giving opinions, asking and answering questions, agreeing and disagreeing...)
- B. Show adequate proficiency in the ability to write intelligible essays integrating content, organization, vocabulary, grammar and mechanics as evidenced by the Basic English Writing Rubric.

Specific Objectives:

1. Produce clear and well developed essays using a process approach to writing that includes prewriting activities, drafting, revising and editing.
 2. Develop ideas in short essays maintaining focus on the topic, containing a clear thesis statement, relevant support, smooth transitions and a fully developed conclusion.
 3. Write coherent texts with an adequate range of vocabulary and minor errors in grammar that do not interfere with meaning.
- C. Utilize texts to improve their vocabulary and comprehension.

Specific Objective:

1. Develop vocabulary by using dictionary effectively, recognizing cognates and false cognates, determining meaning from context.
- D. Summarize and analyze selected texts (primarily short fiction) using various interdisciplinary approaches to literature.

Specific Objectives:

1. Interpret and analyze the readings by using interdisciplinary approaches to literary criticism (Historical/ Psychoanalytical/ Biographical/ Feminist).

2. Demonstrate their ability to analyze a short story at the literal, interpretive, and critical levels by summarizing the plot, describing the setting and characters, identifying themes and evaluating the significance of the reading.
- E. Evaluate a text's relevance and validity by connecting it to personal experience
- Specific Objectives:
1. Critically evaluate aesthetic, ethical, humanistic and cultural values underlying texts and apply key concepts to their lives.
 2. Evaluate the readings by making connections between the stories and their own reality.
- F. Consciously evaluate their language progress.
- Specific Objectives:
1. Identify their problem area (thesis statement, essay structure, grammar, vocabulary).
 2. Demonstrate more confidence when speaking English as evidence in the self-assessment activities.
- G. Improve research competencies by utilizing the library and computer technology.
- Specific Objective:
1. Effectively integrate, document and cite (paraphrase, direct or indirect) from different sources using MLA or APA styles.
- H. Collaborate in the inclusion of students with disabilities in all class activities.
- Specific Objective:
1. Assist classmates to fully integrate students with disabilities.
 2. Fully integrate students with special needs into group activities.
- I. 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 Introduction to Course, Short Story Analysis	(9 hours)
Discuss syllabus and Elements of the short story	
Mini sagas	

Unit II Immigration (15 hours)

No Speak English (Sandra Cisneros) Elena (Pat Mora)

The Summer of the Beautiful White Horse

The Circuit (Francisco Jiménez)

Film, The Visitor

Unit III Literature and the Environment (12 hours)

Two Were Left (Hugh B. Cave)

A White Heron (Sarah Orne Jewett) “My Father’s Song” (Simon Ortiz)

Film, Avatar

Jones Beach (Nicholas Gagarin)

Unit IV Oral reports and discussion of topics (9 hours)

Evaluation (final departmental exam, course evaluation, self evaluation)

Total contact hours: 45 hours

Instructional Strategies:

The sessions reflect an eclectic approach in which students play an active role in their learning process. Essay writing is presented and practiced as a process that incorporates pre-writing activities, writing, revising and editing. Through contrastive analysis and error analysis, 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 competencies. Various interdisciplinary approaches to literary criticism can be used. For example: historical, biographical, psychological, etc. Refer to <https://owl.english.purdue.edu/owl/resource/722/01/> *Literary Theory and Schools of Criticism* by Allen Brizee, J. Case Tompkins. 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. Continued emphasis is placed on essay writing and the synthesis and analysis of short fictional reading selections. 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. Assessment activities and strategies such as the use of rubrics are also used to evaluate student’s learning.

Student Textbook:

Gelshenen, Rosemary.(2013). *Discovering Fiction 1, 2nd Edition*. New York: Cambridge.

Evaluation Strategies:

The course component is three hours per week and has a value of 60%. The laboratory component also consists of three hours per week and constitutes 40% of the final grade for the course.

The following will be considered in the evaluation process:

- A. Aural/oral work – oral activities, class participation and final oral report (10%)
- B. Writing/Short Story Analysis (Final departmental exam or equivalent) (10%)
- C. Essay exams (20%)
- D. Journal responses to stories, poems, films and oral reports and other writing assignments (20%)
- E. 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:

- Baéz Milán, Tony. (1994). *Tales from an Invisible Continent*. Los Angeles. Flying Machine Publishers.
- Broukal, M. (2006). *Grammar Form and Function 2*. New York: McGraw-Hill.
- Cisneros, S. (1989). *The House on Mango Street*. New York: Vintage Books.
- Danticat, E. (2002). *Behind the Mountains*, NY: Scholastic, Inc.
- Dresser, C. (1998). *The Rainmaker's Dog: International Folktales to Build Communicative Skills*. Cambridge: Cambridge University Press.
- Dyer, Brenda, ed. *Power Play: Individuals in Conflict*. (1996). Upper Saddle River, New Jersey: Prentice Hall Regents.

Impact. (1996). 2nd ed. Austin: Holt, Rinehart, and Winston.

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Jorgensen, S. and V. Whiteson. (1993). *Personal Themes in Literature: The Multicultural Experience*. Englewood Cliffs: NJ.

Kay, J. and R. Gelshenen. (2013). *Discovering Fiction 1: A Reader of American Short Stories*. Cambridge: Cambridge University Press. ISBN-13: 978-1107652224

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

McConochie, J. A. (1995). *20th Century American Short Stories: Book 1*. Heinle & Heinle.

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

Rubio, T. (1993). *Slices of Life: Writing from North America*. Englewood Cliffs: NJ.

Saitz, R.L. and F.B. Stieglitz. (1993). *Short Takes in Fiction: Critical Thinking, Reading, and Writing*. Reading, MA: Addison-Wesley.

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

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/>

Website for Literature:

<https://owl.english.purdue.edu/owl/resource/722/01/>

Pronunciation Guides

<http://pronuncian.com/>

Academic Reading Strategies

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

Readings for RACE:

So what are you, anyways? By Lawrence Hill

Author's webpage

<http://lawrencehill.com/>

The Bracelet By Yushiko Uchida

Biographical Information

<http://voices.cla.umn.edu/artistpages/uchidaYushiko.php>

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