

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

Title:	Basic Skills in English I
Code:	INGL 3003
Credits/hours:	3 credits per semester (3 class hours)
Prerequisite:	A CEEB-ESLAT score of PEAU: 469 or less; or PAA:459 or less

Course Description:

This is a course that fulfills the English requirement for the general education component of the bachelor's degree. This course is designed for students to develop the basic English language skills for understanding academic texts and communicating ideas orally and in writing at an intelligible level. The course provides students with conversational and writing competencies. 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 skills so students can express ideas through the thoughtful articulation of vocabulary and grammar. Weekly Language exercises using supplemental materials will complement thematic units that further develop communication skills through task-oriented and interactive activities.

General Course Objectives:

Consistent with the English Department's general objectives, by the end of the English 3003 course, the students will be able to:

1. Communicate orally and intelligibly in a variety of academic situations.
2. Read and comprehend a variety of texts with the aid of a dictionary.
3. Interpret and analyze written texts using elements of the essay.
4. Evaluate a text's relevance and validity by connecting it to personal experience.
5. Critically examine aesthetic, ethical, humanistic, and cultural values in texts.
6. Demonstrate progress towards the English 3004 goal of writing unified and coherent four (4) paragraph essays that are intelligible to a non-Spanish speaker.
7. Collaborate in the inclusion of students with disabilities into all class activities.

8. Demonstrate the ability to use the library and computer technology for preliminary research.

Outline and Time Distribution

(Each professor will establish the specific topics and content of their course)

Sample Topics	Time
I Introduction	6 hours
<ul style="list-style-type: none"> A. Initial diagnostics/identification of students receiving Vocational Rehabilitation services to plan for reasonable accommodations. B. Presentation and discussion of the course outline. C. Socio-cultural and affective implications of the classification of English in Puerto Rico. D. English: Foreign, Second or Auxiliary Language? 	
II Language	12 hours + distributed throughout
<ul style="list-style-type: none"> A. Reading strategies: structural clues to meaning B. Writing strategies: cohesion and coherence C. Speaking strategies: making sense through discourse strategies D. Listening strategies: the sound system of English 	
III Education	6 hours
<ul style="list-style-type: none"> A. Domesticating vs. Liberating Education B. Is reading obsolete? C. Sharing knowledge through writing. 	
IV Current Social Issues	6 hours
Each professor will select a topic of interest focusing on an appreciation of how language/discourse is used to construct, deconstruct, and reconstruct knowledge.	
V Integrative Review: Bringing it all together	9 hours
<ul style="list-style-type: none"> A. Oral presentation integrating readings and class discussions. B. Essay integrating readings and class discussions. 	
VI Final Evaluations	6 hours
VII Weekly language exercises	15 hours
TOTAL: 60 hours	

Instructional Strategies

This course is based upon collaborative discussion between students and professor. 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. Language and cross-disciplinary literature are integrated to underscore the power of multiple perspectives. Weekly language exercises will complement classroom discussion by focusing on listening and speaking skills and building vocabulary and structures needed to engage in academic discussion.

Required Resources

Regular classroom
Academic email
Language exercises
Audio visual equipment
Textbook

Evaluation Strategies

Each professor will determine the specific weights and strategies.
(Note: Differential evaluation for students with special needs will be provided when necessary.)

Sample:

Oral collaboration	10%
Final departmental exam	10%
Exams	40%
Weekly language exercises	20%
Written assignments	20%

TOTAL: 100%

Grading system

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

Technology and Information Systems:

Students need a computer or laptop with a working microphone and camera, a reliable Internet connection (and an alternative plan to connect to class if your connection is not stable), and fully charged devices at all times so connecting to class is possible if there is no power. The professor is not responsible for the lack of Internet services, computers, devices, hotspot problems on your part, or power outages in your area. All UPR-RP students can make appointments to go on campus to use computers, printers, access reliable Internet services, and visit available libraries. For appointments, please contact the Dean of Student Affairs or Decanato de Estudiantes (decanatoestudiantes.rp@upr.edu).

Also, there are technological services provided by different municipalities, “*Acceso a la tecnología cerca de tí*” ([Iniciativas-de-Apoyo-en-Municipios.pdf \(uprrp.edu\)](#))

If you encounter technical problems with MIUPI, NEXT portal, or Microsoft Office, please contact the Help Desk (help.desk@upr.edu). Problems with Moodle, please contact: ayuda.moodle@upr.edu

Rights of Students with Disabilities:

The University of Puerto Rico (UPR) acknowledges the right of students with disabilities to an inclusive, equitable, and comparable post-secondary education. In accordance with its policy toward students with disabilities, based on federal and state legislation, every qualified student with disabilities is entitled to equal participation in those services, programs, and activities that are physically, mentally, or sensorially natured and have thus substantially affected one or more major life activities, such as their area of post-secondary studies. They have the right to receive reasonable accommodation or modifications. If you require accommodation or reasonable modification in this course, you must inform the professor without the need to disclose your condition or diagnosis. Simultaneously, you should promptly request the Office of Services for Students with Disabilities (OSEI) of the unit or campus for your need for modification or reasonable accommodation.

Gender and Sexual Identity Discrimination Policy:

The Policy and Procedures for Handling Gender Discrimination Situations at the University of Puerto Rico, Certification 107 (2021-2022) Governing Board, ensures that the University of Puerto Rico, as an institution of higher education and workplace, protects the rights and provides a safe environment for all individuals who interact within it, including students, employees, contractors, or visitors. Its purpose is to promote an atmosphere of respect for diversity and the rights of members of the university community. The policy establishes a protocol for handling situations related to the following prohibited behaviors: discrimination based on sex, gender, pregnancy, sexual harassment, sexual violence, domestic violence, dating violence, and stalking, in both the workplace and academic settings.

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, 2009-2010) 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. To ensure the integrity and security of user data, any hybrid, distance, and online course should be offered through the institutional learning management platform or by tools required by the course, which uses secure connection and authentication protocols. The system authenticates the user's identity using the username and password assigned in their institutional account. The user is responsible for keeping the password secure, protecting, and not sharing with others.

Attendance Policy (see certification 111):

****Students are expected to participate in class activities regularly. They are also expected to attend classes consistently in order to obtain the full benefit of the course. Absences are excused with appropriate documentation such as a doctor's note, military orders, etc.****

Contingency Plan in the Event of an Emergency:

In the event of an emergency or interruption of classes, the professor will continue to offer the course using either distance or online modality, as established in this syllabus. According to official information and institutional guidelines, the professor will make efforts to communicate with students via institutional email or other alternative means available to guarantee the continuity of the course offering.

Diversity, equity, and inclusion:

The University of Puerto Rico assumes the commitment to establish an environment that values diversity, promotes equity, and aspires to the full inclusion of its entire university community. Courses will be offered, fostering an inclusive and equitable atmosphere, and ensuring the participation of students with diverse backgrounds, experiences, and skills. Thus, the University of Puerto Rico reaffirms its dedication to upholding the principles of diversity, equity, and inclusion in its academic programs.

Bibliography

Suggested Texts:

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 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).

Some of the texts found to be successful at this level are:

Ede, Lisa. *The Academic Writer: A Brief Rhetoric*, Fifth Edition Macmillan, 2021.

Betta, L. and Paquier, C. *North Star: Focus on Reading and Writing, Intermediate*. NY: Addison Wesley, 2004.

Blanchard, K. and Root, Christine, *For your Information*. N.J.: Pearson-Longman, 2007.

Dixon, R.J. *Grammar Essentials*. NY: Longman, 2004.

Dyer, B. and Bushell, B. *Global Outlook 2*. New York: McGraw Hill. (2003).

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

Miller, S.K. *The Prentice Hall ESL Workbook*. New Jersey: Pearson/Prentice Hall, 2006.

Planik, C. *Hot Topics 2*. Boston: Thomson/Heinle, 2006.

Robinson Fellag, L. *College Reading 2*. New York: Houghton Mifflin, 2006.

Internet Resources:

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. <http://.infotrac.galegroup.com>

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

Education Act) (includes related information) (Education).
<http://infotrac.galegroup.com>

World Wide Websites:

<http://owl.english.purdue.edu/handouts/esl/eslstudent.html>

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

<http://www.eslcafe.com/>

http://marksesl.com/student_links.html

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