

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

Title:	Basic Skills in English II
Code:	INGL 3004
Credits/hours:	3 credits per semester (3 class hours)
Prerequisite:	INGL 3003

Course Description:

This is a course that fulfills the English requirement for the general education component of the bachelor's degree. This course further develops the basic linguistic and critical thinking skills introduced in English 3003. Emphasis is placed on the integration of skills for meaningful communication of ideas around interconnected themes. Listening, speaking, reading, and writing skills are integrated and reinforced through the reading and analysis of short stories. The class discussion of these fictional selections provides the context to develop vocabulary, foster interaction, and engage students in sharing ideas through the writing of essays. Supplementary fictional works and weekly language exercises will enrich these thematic units.

General Objectives:

Consistent with the English Department's general objectives, by the end of the English 3004 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 fictional texts with the aid of a dictionary.
3. Interpret and analyze written texts using the elements of fiction.
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 the ability to write 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: The Language of Fiction Essay vs. Short Story A. Presentation and discussion of the course outline. B. Introduction to the Elements of Fiction: C. Mini sagas: Putting elements of fiction into practice	9 hours
II. Words, Intentions and Actions in Conflict	15 hours
III. Away from Home: Immigrants	6 hours
IV. Lessons from Nature	6 hours
V. Integrative Review: Bringing it all together	6 hours
VI. Final Evaluations	3 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
Educational materials (films transparencies, audiotapes, among others)
Audio visual equipment
Textbook or Course Pack

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%
Oral Report	10%
Literary Journal / Self-Assessment Essay	10%
Exams / Final Departmental Exam	30%
Language exercises	20%
Written assignments	<u>20%</u>

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 Students' Affairs or Decanato de Estudiantes (decanatoestudiantes.rp@upr.edu).

Also, there are technological services provided by different municipalities, “Acceso a la tecnología cerca de ti” (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.

English Department Attendance Policy:

Six contact hours of absences may lower average one whole letter grade. Five late arrivals are equivalent to one absence. Connection and technology access issues will be evaluated individually. **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. Six or more unexcused absences will result in the lowering of the final grade by a full letter grade. 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. Some of the texts used at this level are:

Gelshenen, R. & K. J. *Discovering Fiction: A Reader of American Short Stories: Student's Book 1*.
Cambridge: Cambridge University Press, 2001.

McConochie, J. A. (Ed.). *20th Century American Short Stories. Rev. Ed. Volumen I*, NY: Heinle & Heinle, 1995. ISBN: 0-8384-4850-X

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

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

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

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

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

Heuman, J. 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](http://infotrac.galegroup.com)

World Wide Websites:

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

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

<http://www.eslcafe.com>

http://marksesl.com/student_links.html

<http://depts.gallaudet.edu>

Revised May 2024

