COURSE SYLLABUS

I. Title: Basic English I

II. Codification: INGL 3101

III. Number of Credits/hours: 3 credits/4 contact hours, per week/60 hours per semester
4 hours per professor

IV. Prerequisites: 451-580 in English portion of CEEB
or successfully completing English 0080

V. General Description: Development of the oral and written English communication
skills through the practice of basic language structures.

VI. Course Objectives

Upon completion of the course, students will:

1. Demonstrate communication ability through accurate usage of basic English grammar
   skills.

2. Develop oral proficiency by listening and speaking English in task based related
   instructions and through interpolating language and personal experiences.

3. Integrate and demonstrate accurate English writing skills for efficient written
   communication in English and across the curriculum.

4. Assess and apply critical thinking and informational skills to a variety of context such as
   readings and media materials on the internet, textbook, and library resources.

VII. Content

Grammar Component: Time Distribution
The following grammatical structures will be emphasized:

<table>
<thead>
<tr>
<th>Component</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Component</strong></td>
<td>13</td>
</tr>
<tr>
<td>Verb To Be (Present, past and future)</td>
<td></td>
</tr>
<tr>
<td>- Future Tense</td>
<td></td>
</tr>
<tr>
<td>- Simple Present</td>
<td></td>
</tr>
<tr>
<td>- Simple Past</td>
<td></td>
</tr>
<tr>
<td>- Regular verbs</td>
<td></td>
</tr>
<tr>
<td>- Irregular verbs</td>
<td></td>
</tr>
<tr>
<td>- Present Progressive</td>
<td></td>
</tr>
<tr>
<td>- Plural Forms</td>
<td></td>
</tr>
<tr>
<td><strong>Writing Component</strong></td>
<td>12</td>
</tr>
<tr>
<td>Producing clear and grammatically correct</td>
<td></td>
</tr>
<tr>
<td>statements, questions, answers, summaries,</td>
<td></td>
</tr>
<tr>
<td>grammatical exercises, dialogues, paragraphs,</td>
<td></td>
</tr>
<tr>
<td>short reports.</td>
<td></td>
</tr>
<tr>
<td><strong>Oral Component</strong></td>
<td>13</td>
</tr>
<tr>
<td>Responding adequately to instructions and</td>
<td></td>
</tr>
<tr>
<td>questions. Reacting orally to videos,</td>
<td></td>
</tr>
<tr>
<td>documentaries, short lectures, panel</td>
<td></td>
</tr>
<tr>
<td>discussion and debates. Presenting oral reports</td>
<td></td>
</tr>
<tr>
<td>about pertinent issues of the time. Oral</td>
<td></td>
</tr>
<tr>
<td>practicing of targeted vocabulary.</td>
<td></td>
</tr>
</tbody>
</table>

**Critical Thinking and Informational Skill Component:**
Instructional Strategies

A. Class activities will include the discussion of reading selections and media information, critical thinking analysis, and vocabulary practice, also asking and responding to oral questions, recalling information and summarizing in their own words.

B. Students will produce logical, coherent and clear sentences, paragraphs, short composition, short reports and written summaries, using the grammatical structure and mechanics of English.

C. Students will engage in library research utilizing technological resources, like the Internet and information media, to design and produce oral creative presentations.

D. Students may choose the mode of presentation (preparation of videos, recorded dialogues, recorded monologues, dramatization, panel format, among others) for their oral projects.

E. Students are encouraged to view, read and discuss information about their own culture, tradition and values, analyze social situation and present possible problem solving solutions.

IX. Learning Resources

The teacher and students will choose from among the following resources to enhance the teaching/learning process.

- Interactive board
- Instructional Videos/Documentaries
- Movies
- Computer/LCD Projector/Laptop
- Newspapers and Magazines
- Wikis and blogs
- Social media sites and web applications
- Other resources as needed
X. Evaluation

Individual teachers may set evaluation criteria at their own discretion. The following is a model:

A. Exams  35%
B. Quizzes  15%
C. Oral Reports 20%
D. Assignment 15%
E. Class Work  15%

XI. Reasonable Accommodation

The University of Puerto Rico at Humacao complies with ADA (Americans with Disabilities Act) and Law 51 (Integrated Educational Resources for Persons with Disabilities) to guarantee equal access to education and services. Students with disabilities should inform the professor of the course about special needs and/or reasonable accommodations for the course on the student information card filled out during the first week of classes. He/she should also visit the Services for Students with Disabilities Office. Strict confidentiality will be maintained.

XII. 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.
XIII. Grading System

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

XIV. Bibliography

A. Suggested class textbook


B. References


C. Online Resources:

Ted Ed. lesson worth sharing  http://ed.ted.com/
ESL-lounge  http://www.esl-lounge.com/
Purdue University’s Writing Laboratory  http://owl.english.purdue.edu/
National Public Radio (NPR)  http://www.npr.org/
ESL Lab  http://www.esl-lab.com/

Revised by Dr. Jesús López Rodríguez
January 2015
Revised 8/16 Dr. Maritza Santana
Overview of Course 6 Curricula. Course 6 offers six different majors: 6-1: Electrical Science and Engineering (and a 6-1/8-flex option for double majors in Physics). 6-2: Electrical Engineering and Computer Science. Communicate your objectives through your course page, your welcoming video or discussion with your learners. In a next article I am going to show you how to express your objectives not in a listed manner but in a very creative one! Designing Your Course Using Learning Objectives. Let’s suppose you have chosen your topic and you are determined about what to teach in your course.